

JUNIOR COLLEGE DISTRICT ORGANIZATION
NORTHERN ALAMEDA COUNTY

A Report to The Boards of Education
of Six Unified School Districts
Alameda — Albany — Berkeley
Emeryville — Oakland — Piedmont

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JUNIOR COLLEGE DISTRICT ORGANIZATION,

NORTHERN ALAMEDA COUNTY :

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A Report to The Boards of Education
of Six Unified School Districts
Alameda - Albany - Berkeley
Emeryville - Oakland - Piedmont

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junior colleges Alameda co.

The Field Service Center
Department of Education
University of California, Berkeley

November 1962

Foreword

The Field Service Center of the Department of Education, University of California, Berkeley was requested to make this study of junior college district organization by a sub-committee representing the boards of education in six unified school districts - Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont - all located in Northern Alameda County, California.

The sub-committee consisted of the superintendent of schools, at least one board member from each of the districts, and the president of Oakland City College. Two representatives of the Office of the Alameda County Superintendent of Schools and one member of the State Bureau of School District Organization staff met frequently with the Committee.

The consultants who have made the study and prepared the report were selected jointly by representatives of the sub-committee and the director of the Field Service Center.

The study and the report were planned upon the basis of three types of considerations. First, the formulation of criteria for desirable district characteristics, second, the collection, organization and analysis of pertinent objective data, and third, the application of the criteria and the data to the alternatives for district organization. A major part of the report consists of some thirty carefully constructed tables we think merit careful attention. Consequently, we urge each reader to supplement the analysis made by the consultants by making further study of the data in each of the tables.

We enthusiastically express sincere appreciation for the complete cooperation we have had from all of the six unified school districts.

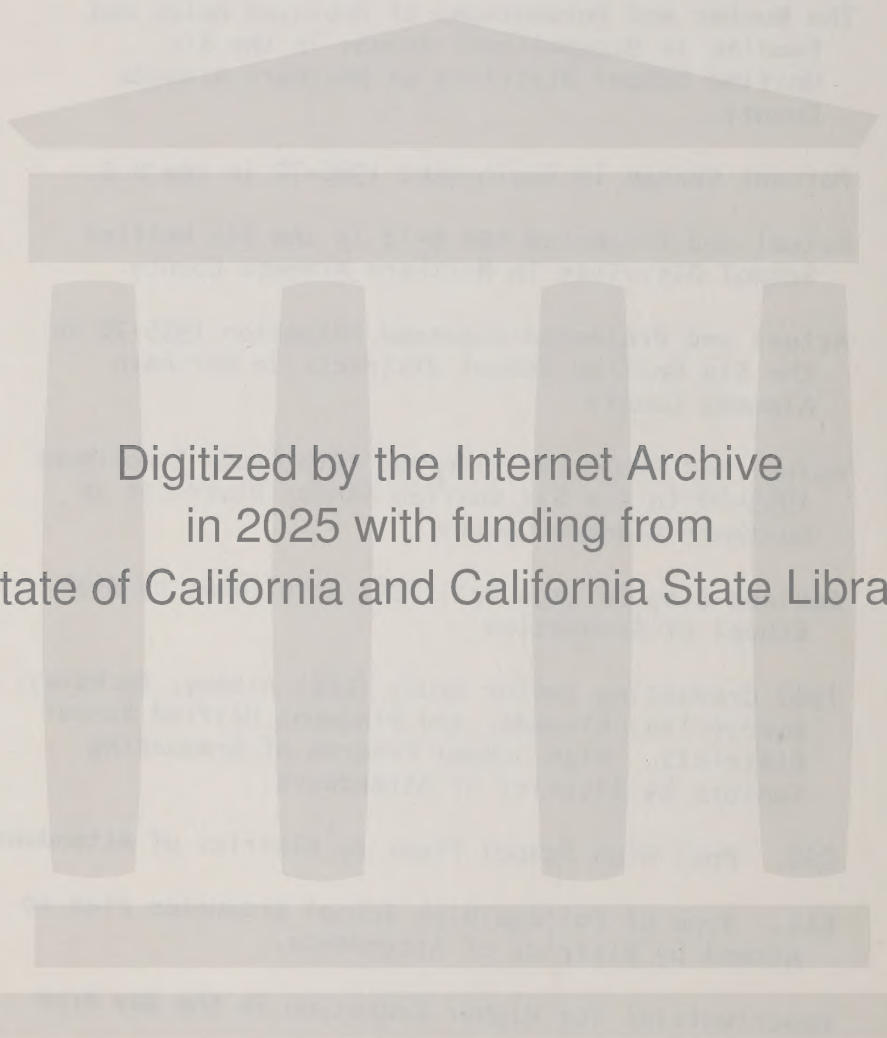
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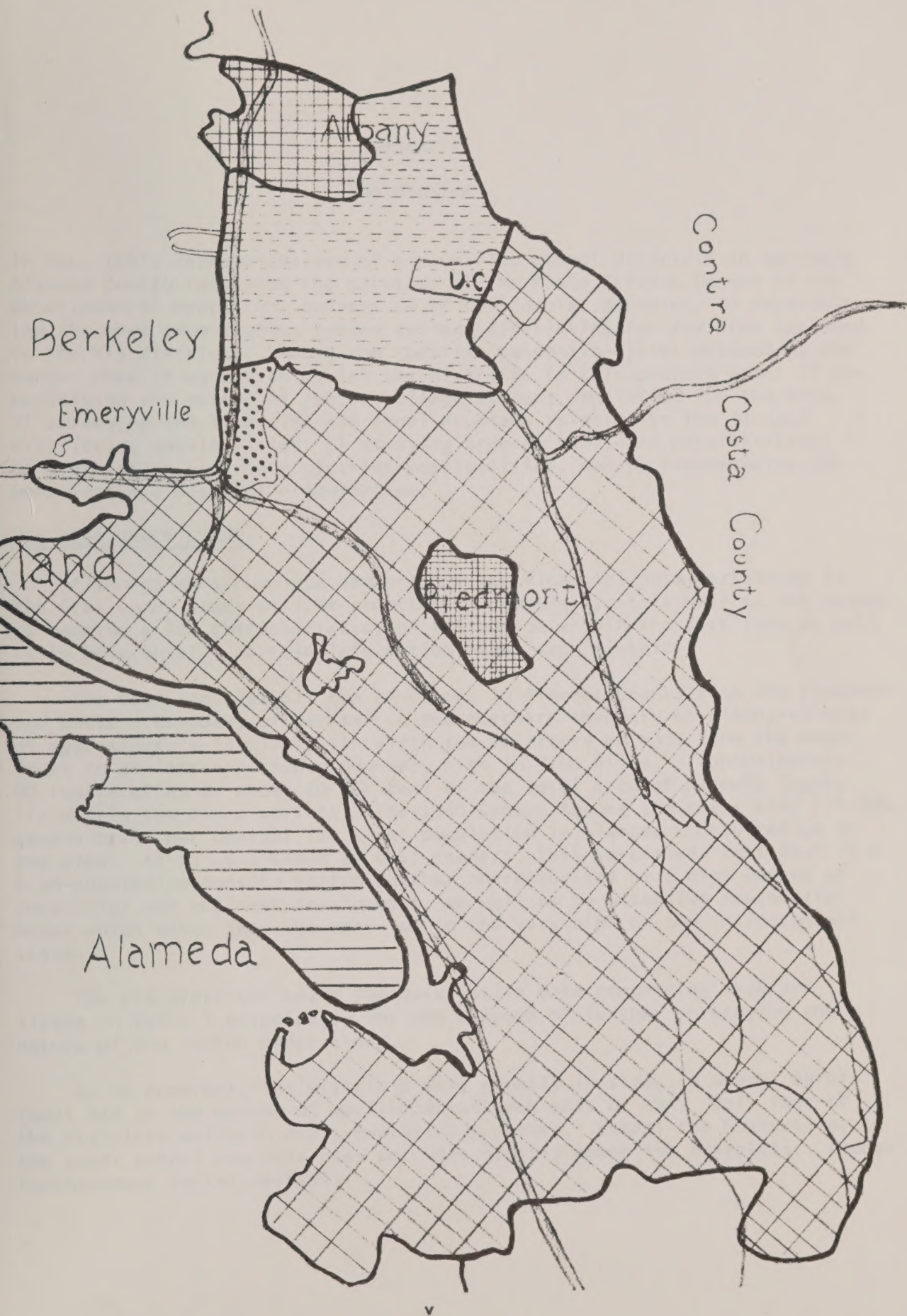
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The Six Unified School Districts of Northern Alameda County



Chapter 1

The Problem

In May, 1962, representatives of six unified school districts in northern Alameda County requested the services of the Field Service Center of the Department of Education, University of California, Berkeley, in ascertaining the most advantageous junior college districting for the area included in the six districts. Among the specific responsibilities assumed by the Center when it agreed to assist the districts in this project were: 1) ascertaining the potential junior college student population for the area, 2) surveying the financial and legal problems relative to the various districting possibilities, 3) studying program needs and possibilities, 4) formulating alternate district possibilities, and 5) recommending the most feasible district organization.

THE AREA UNDER STUDY

Although more complete demographic and financial data pertaining to the area under study will be reported in Chapter 2, it is well at the outset to mention a few characteristics of the region within the districts as well as to note briefly certain information about each district.

The area includes all the territory in Alameda County from the southern and eastern boundary of Oakland to the northern boundary of Albany--a span of approximately 13 miles. In width the territory extends from the water front to the eastern county boundary high in "the hills." Approximately 80 square miles or about 20 per cent of the total area of Alameda County lie within the six districts. The 1960 Census Report indicates that 571,296 people or 42 per cent of the total population in Alameda County reside in the area. As is well known by most readers, this so-called "East Bay" is a high-population-density region further characterized by a high degree of industrial and business development, as well as by extensive residential areas which range from the very low to the very high on the socioeconomic scale.

The six districts and a few descriptive data concerning them are listed in Table I principally for the purpose of further portraying the nature of the region under study.

As is apparent, the districts vary greatly in size, in school enrollment and in the amount of wealth behind each unit of ADA. Only four of the districts maintain adult education programs. Except for Emeryville, the total school tax rate does not vary greatly among the districts. Bonded indebtedness varies markedly.

Table 1

The General Characteristics of the Six Unified School Districts in Northern Alameda County

	Population (1960)	Percent Increase 1950-60	Area in Sq.Mi.	Density per Sq. Mi.	K-12 ADA 1961-62	Assessed Valuation 1961-62 (Thousands)	Assessed Valuation per ADA K-12 1961-62		Adult Attend- ance		1961 Enrol- lment Tax 1961- 62	Bonded Indebted- ness June 1961
							K-8	9-12	Enrol.ADA	at OCC		
Albany	14,804	-15.8	2.57	5,760	2,443	20,095	12,215	25,213	2,185	308	62	438,000
Berkeley	111,286	- 2.2	10.00	11,129	15,510	164,209	14,851	36,876	5,298	598	608	4,677,000
Emeryville	2,686	- 7.0	1.1	2,442	555	53,084	136,814	317,868	None		28	None
Oakland	367,548	- 4.4	53.7	6,845	60,711	645,482	14,197	42,340	5,538	818	2915	42,767,000
Alameda	63,855	- 0.9	8.37	7,629	10,481	64,930	8,675	21,664	3,070	315	428	2,663,000
Piedmont	11,117	+ 9.7	2.00	5,559	2,263	21,916	14,758	28,169	None		85	595,000

Sources: 1960 Census Data PC(1) 68

Office of the County Superintendent

NACJCDS Data: These data were obtained by the survey team directly from the central offices of the six unified school districts in Northern Alameda County and the Office of the County Supt.

* .03 tax for special classes for mentally retarded (E.C. 8955)

.336 tax for junior college tuition (E.C. 20202) (except Oakland)

Only one of the districts, Oakland, presently maintains a junior college which it established in 1953. Out of the total enrollment of 9,414 students on both campuses at the Oakland City College in the Fall semester, 1961, 2,915 students were reported by the college as residents of Oakland and the following numbers were reported from each of the other five northern Alameda County districts: Alameda, 428; Albany, 62; Berkeley, 608; Emeryville, 28; and Piedmont, 85. Enrollees from these five districts comprised 13 per cent of the total enrollment at Oakland City College.

FACTORS BEHIND THE STUDY

There are many reasons why the six districts would at this time elect to study the matter of junior college districting. One is that they, like most districts, face an unprecedented problem of determining where their high school graduates are to be admitted to college in an era in which there are not only many more young people of college age but also an increasingly higher percentage of them who aspire to education beyond high school. These factors are well documented and thus need no further exploration here. Suffice it to say that northern Alameda County's problem in this respect is part of a national problem which is accelerated in California because of the state's growth as well as by its reliance on public higher education.

Ample evidence of concern for higher education in California is found in the Master Plan for Higher Education which provides for increased selectivity on the part of the state's four year institutions and for the establishment of many more junior colleges to accomodate the thousands of students to be diverted to these colleges.

The diversification of function of institutions of public higher education in California incorporated in Senate Bill No. 33 - the legislation which implemented the Master Plan - clearly demonstrates the intent of the Legislature in regard to increased utilization of junior college facilities for lower division education. Continuing action limiting lower division admissions to both the University of California and to the California State Colleges underlines the intent of these two segments of public higher education in this state to move in the indicated direction.

More specific legislation pertaining to junior college districting is found in two relatively recent legislative acts. Education Code Section 2581 states, "The Legislature hereby declares as its policy that the territory of all high school districts and unified districts shall be included in the districts maintaining a junior college. In order to permit school districts to conform voluntarily to this policy, the provisions of this article shall not become operative until February 1, 1964." Limiting the establishment of junior colleges to junior college districts after February 1, 1963 was Education Code Section 2585, which reads: "on and after February 1, 1963 no district, except a junior college district shall be formed to maintain a junior college." These acts obviously make it mandatory for all high school or unified districts not included in a junior

junior college district to make plans immediately toward such inclusion. In the case of northern Alameda County all the districts except Oakland are thus affected. It should be noted also that previous legislation which permitted governing boards of unified districts which met minimum criteria to establish a junior college has been repealed. Thus it now becomes incumbent upon boards of unified districts to move toward a study of how best to be included.

The influence of the Master Plan and other more specific districting legislation on junior college developments in California is apparent. In January, 1960 there were 56 districts maintaining junior colleges, of which 28 were separate districts, 16 were high school districts, and 12 were unified districts. As a result of elections held through June, 1962, there will be, as of July 1, 1963, 64 districts maintaining junior colleges, of which 47 will be separate districts, 6 will be high school districts and 11 will be unified districts.

Northern Alameda County has for many years been concerned about junior colleges. A number of studies and surveys on the need for junior college facilities to serve Alameda County as a whole or in part have been made at various times over the last two decades. A countywide election was held in 1948 to determine the desirability of a countywide junior college district. The district was not formed as a result of the election; since that time the Oakland City College with two campuses has been established in Alameda County as has the South Alameda County Junior College District. A careful review of the more than eight previous studies dealing with the problems involved in establishing one or more junior colleges in Alameda County reveals that all studies have been in agreement regarding the need for the establishment of adequate junior college facilities within the county.¹

ITEMS FOR CONSIDERATION

It is obvious that any decision on the most feasible districting plan for an area must depend upon two important elements. First, there must be criteria or guidelines in the nature of desirable characteristics of a district and, second, there must be sufficient objective data which, when analyzed and interpreted, will project the enrollment and financial factors under alternate plans. Such data are presented in the next chapter. The remainder of this chapter will deal with desirable district characteristics which may serve as a framework for analyzing and interpreting the data.

¹An annotated bibliography containing most of the studies referred to is available from Dr. D. K. Freudenthal of the Research Office of the Berkeley Unified School District.

CHARACTERISTICS OF DESIRABLE JUNIOR COLLEGE DISTRICT ORGANIZATION²

Minimum standards set by state law for the establishment of new junior college districts require at least 1000 units of potential average daily attendance and an assessed valuation of at least \$150,000 per unit of potential average daily attendance. (Educ. Code 2583, 2584). There are, however, numerous other considerations in the determination of logical and satisfactory junior college districts. In fact, in high density population areas legal standards can often be met, yet they alone do not necessarily identify the particular grouping of communities or school districts which would constitute the most logical and effective junior college district. The chief function of a junior college district is to enable the citizens of the area to provide for the effective and economical operation and administration of an educational program beyond grade twelve which is most appropriate to the youth and adults in the particular community.

Among the desirable characteristics of strong junior college districts are those relating to the educational program, to operation and administration, and to the community of interests on the part of the citizens of the district.

Characteristics relating to the educational program: The ability of a junior college district to provide an effective educational program for its residents requires that:

1. Both the potential student body and the geographical area be of sufficient size to warrant offering (a) a comprehensive vocational-technical program designed to meet the needs of a society in a period of rapid technological development and occupational change; (b) a broad transfer program with a sufficient variety of courses and sections to enable a student to meet entrance requirements in a four-year college or university of his choice; and (c) a program of general and liberal arts courses adequate in scope to meet the cultural and social needs of the community. Efforts to characterize any given community as being interested primarily in one program or another are futile. Interests, backgrounds, motivations, and abilities of college-age students vary greatly in all communities, hence the technical, the transfer, and the liberal arts program must all be emphasized and often on the same campus. However, larger districts may and often should specialize in certain technical work in the vocational-technical program as well as in certain laboratory offerings in the transfer program on one of two or more campuses, thereby avoiding duplication of effort and expense. This type of specialization is easier to achieve as well as more likely to happen when a given territory is all within one district than when it is divided among several districts.

²These characteristics, developed by the consultants, are based upon analysis of previous studies of junior college district organization as well as upon accumulated experience in the field of junior college education.

2. The natural attendance area of a junior college be in the district maintaining the college. Inter-district agreements and admission of students from non-junior college districts are important but they do not provide for the careful over-all planning that is possible when an area is served by one district. Further, the citizens served by a junior college should have both the privilege and the responsibility, through representation on the governing board, for determining the educational direction of the college.
3. The district be of sufficient size to facilitate good planning and to provide for a carefully designed community service program, including services to older youth and adults in a manner that supplements rather than duplicates the services of other agencies. Such factors as the following will cause these services to become increasingly important: (a) growing problems of urban development, (b) an increasing amount of non-work time on the part of most people, (c) occupational displacement and the need for retraining workers, and (d) the increasing awareness of social, cultural, and civic concerns in our society. A district of considerable geographical scope can plan more adequately for these services than can a district whose boundaries are restricted.

Characteristics relating to operation and administration: The citizens of any county are entitled to and should insist on a plan of junior college organization which:

1. Avoids undue duplication of administrative machinery and effort. While there is no specific criterion which spells out how large a district should be in order to have maximum administrative efficiency, it can be argued that contiguous territories with roughly similar characteristics will be served better by one board and one central administration than by several administrative units.
2. Spreads the cost of operation and capital outlay over a wide territory thereby making for a more equitable sharing of such costs as well as for a sufficient assessed valuation to guarantee an optimum program for the greatest number of students.
3. Provides for maximum coordination of the junior college and the high schools in the area, for cooperative planning with neighboring junior colleges, and for articulation with the four-year colleges to which its students will transfer. Coordination with high schools from which its pupils are drawn can be achieved through various organizational structures. The unified district is considered by many to be particularly effective in this regard. However, unless the great majority of students in a junior college maintained by a unified district live in that district, the efforts toward coordination are minimized. Whether a separate junior college district establishes relationships with the high schools in the district that lead to effective coordination in curriculum planning, instruction, and counseling, depends upon the vigor with which it attacks this problem. In a densely populated area, it can

- be argued that a desirable characteristic of the junior college district is that it can work out a plan of articulation with the several high school districts which it embraces and thus provide for uniformity of coordination over a wide area.
4. Locates campuses with greatest accessibility to the greatest number of persons to be served. This characteristic is important not only because it reduces students' time, energy and expense involved in travel, but also because many studies have shown that accessibility and proximity are important factors in encouraging young people to pursue their education beyond high school.

Characteristics relating to the "community of interests": One of the assumptions underlying the junior college concept is the notion that it may and most probably should be a "community college" in the sense that it becomes a focal point in the community for a great variety of educational, cultural, and social activities. The term "community college" connotes a close interrelationship of the college and the life of the community; the college looks to the community for suggestions in program planning and the community looks to the college for many different services to many different persons.

In essence, this implies that those communities which are included in a junior college district should have as many interests and characteristics in common as possible. In a growing metropolitan area it is, of course, impossible to cluster completely those communities with common interests so that a strong identification with a community college is assured. But, when possible, this factor should be considered either in determining the boundaries of the entire district or by determining the principal service areas of each campus established.

Chapter 2

Population, Wealth, and Educational Needs

in Northern Alameda County

Chapter 2 presents the basic objective data collected in the study. These include population and employment trends, actual and projected enrollment and ADA, actual and projected assessed valuation, assessed valuation per ADA, and the results of a study of the 1962 senior class in five of the six districts. In addition there is included a brief discussion of higher and adult education and of present and projected training needs in the area.

POPULATION AND EMPLOYMENT TRENDS

As may be observed in Table I the total population in five of the six unified districts declined during the last decade. Predictions for the future reveal uneven trends. The Research Division of the Oakland Chamber of Commerce predicts that Oakland's population will increase by about 20 per cent in the decade 1960 to 1970.¹ Another publication of the Oakland Chamber of Commerce predicts a 15 per cent population growth in the Central Metropolitan Area by 1980.² School authorities estimate that school population will increase about 15 per cent.

A study prepared in 1959 for the U. S. Army Corps of Engineers predicts that Alameda County will be the most populous in the Bay Area by 1990. It seems likely, however, that this population expansion will be concentrated in southern Alameda County.³ If so, it can be predicted that the northern end of the county--the area under study--will not experience unusual growth in the immediate future.

Table II presents the number and percentages of employed males and females by occupational groups in the six unified school districts. Berkeley and Piedmont show relatively high concentrations of "Professional and Technical" workers and "Proprietors and Managers". Emeryville and Oakland statistics show that more than one-third of the workers in these districts are classi-

¹ Handbook of Comparative Data - Bay Area Counties, Research Department, Oakland Chamber of Commerce, Oakland 12. May 1962.

² Population and Employment estimates, from Report on a Proposed Alameda County Highway Master Plan prepared by Wilbur Smith and Associates, 1959. Reprinted by Oakland Chamber of Commerce, Oakland 12, California.

³ The Future Development of the San Francisco Bay Area 1960-2020. Prepared for the U.S. Corps of Engineers by the U.S. Department of Commerce, 1959.

Table II

The Number and Percentages of Employed Males and Females in Occupational Groups in the Six Unified School Districts of Northern Alameda County

Age 14 and over

	Employed Males	Professional & Technical	%	Farmers & Farm Mgrs.	%	Proprietors & Managers	%	Clerical & Sales	%	Craftsman, Foreman, etc.	%	Service	%	Unskilled	%
Albany	4,084	891	22	8	.1	431	10	692	17	894	22	236	6	963	23
Berkeley	27,544	8,152	29	174	.6	2,625	9	4,507	16	3,334	12	2,390	9	5,226	19
Emeryville	740	20	3	0	0	20	3	41	5	141	19	140	19	311	42
Oakland	90,770	9,157	10	298	.3	9,910	11	14,522	16	16,762	18	7,178	8	31,794	35
Alameda	11,214	1,154	10	83	.7	1,276	11	2,037	18	2,731	24	628	6	3,123	28
Piedmont	3,014	817	27	12	.3	932	31	625	21	235	8	68	2	226	7
	137,366	20,191	15	575	.4	15,194	11	22,424	16	24,097	17	10,640	8	41,643	30
	Employed Females	Professional* & Technical	%	Proprietors & Managers	%	Clerical	%	Sales	%	Crafts, Foreman	%	Operatives	%	Unskilled	%
Albany	2,265	454	20	85	4	941	41	214	9	35	1	153	7	247	1
Berkeley	19,469	5,016	26	854	4	6,585	33	1,111	6	126	1	1,002	5	3,420	18
Emeryville	376	24	6	12	3	121	32	13	3	13	3	69	18	100	27
Oakland	53,848	7,048	13	2,265	4	18,682	35	3,959	7	614	1	4,871	9	11,042	21
Alameda	6,771	748	11	235	3	2,833	42	766	11	76	1	537	8	949	14
Piedmont	1,279	325	25	44	3	386	30	87	7	25	2	11	1	318	25
	84,008	13,615	16	3,495	4	29,548	35	6,150	7	889	1	6,643	8	16,076	19

Source: 1960 Census Data PC(1) 6C California Table 84

* Includes all teachers

fied as "unskilled". The statistics for Alameda show the impact of a large armed forces population in that a much smaller percentage of the male population is employed and a large number of those who are employed are engaged in occupations categorized as "Craftsman, Foreman, etc.".

Employed women in the six districts represent approximately 38% of the total working force. In general, the proportions of employed females in the various occupational groups in the six districts follow the male distribution fairly closely. About the same proportions of males and females are classified as "Professional and Technical". The greatest difference between the male and female classifications is in "Clerical and Sales". About 42 per cent of females are engaged in these occupations but only 16 per cent of the males are similarly occupied.

Thirty per cent of the males and 19 per cent of the females are classified as "Unskilled". Approximately 70 per cent of both males and females are categorized as "Clerical and Sales", "Craftsman, Foreman, etc.", "Service", and "Unskilled". It should be noted that the sons and daughters of fathers employed in these occupations tend to enroll in junior colleges rather than in four-year colleges.

The chart on page 11 shows the anticipated changes in national employment during the decade 1960-1970.⁴ A very large increase is predicted in the number of professional and technical workers. "Proprietors and Managers", "Clerical and Sales Workers", "Skilled Workers", and "Service Workers" will all increase by more than 20 per cent. "Semi-skilled" workers will increase less than any other classification of workers and this classification is, in the long run, expected to decrease. No change is expected in the number of "Unskilled" workers, reflecting a long-term decline in this classification. During the decade 1950 to 1960, professional, office and sales workers as a group exceeded for the first time the number of persons employed in manual occupations. The U.S. Department of Labor estimates that during the decade 1960-1970 national employment will increase by 15 per cent but that the number of young people who reach the age of 18 each year will increase by nearly 50 per cent.⁴ The implication of this forecast is that there will be a very large increase in the number of high school graduates seeking either post high school education or employment. The data presented on the chart on page 11 indicate that the greatest employment opportunities will be found in those occupations which require education beyond the high school level.

⁴ Manpower: challenge of the 1960s. U.S. Department of Labor, Washington, 1961.

Table II

The Number and Percentages of Employed Males and Females in Occupational Groups in the Six Unified School Districts of Northern Alameda County

Age 14 and over

	Employed Males	Professional & Technical	%	Farmers & Farm Mgrs.	%	Proprietors & Managers	%	Clerical & Sales	%	Craftsman, Foreman, etc.	%	Service	%	Unskilled	%
Albany	4,084	891	22	8	.1	431	10	692	17	894	22	236	6	963	23
Berkeley	27,544	8,152	29	174	.6	2,625	9	4,507	16	3,334	12	2,390	9	5,226	19
Emeryville	740	20	3	0	0	20	3	41	5	141	19	140	19	311	42
Oakland	90,770	9,157	10	298	.3	9,910	11	14,522	16	16,762	18	7,178	8	31,794	35
Alameda	11,214	1,154	10	83	.7	1,276	11	2,037	18	2,731	24	628	6	3,123	28
Piedmont	3,014	817	27	12	.3	932	31	625	21	235	8	68	2	226	7
	137,366	20,191	15	575	.4	15,194	11	22,424	16	24,097	17	10,640	8	41,643	30
	Employed Females	Professional* & Technical	%	Proprietors & Managers	%	Clerical	%	Sales	%	Crafts, Foreman	%	Operatives	%	Unskilled	%
Albany	2,265	454	20	85	4	941	41	214	9	35	1	153	7	247	1
Berkeley	19,469	5,016	26	854	4	6,585	33	1,111	6	126	1	1,002	5	3,420	18
Emeryville	376	24	6	12	3	121	32	13	3	13	3	69	18	100	27
Oakland	53,848	7,048	13	2,265	4	18,682	35	3,959	7	614	1	4,871	9	11,042	21
Alameda	6,771	748	11	235	3	2,833	42	766	11	76	1	537	8	949	14
Piedmont	1,279	325	25	44	3	386	30	87	7	25	2	11	1	318	25
	84,008	13,615	16	3,495	4	29,548	35	6,150	7	889	1	6,643	8	16,076	19

Source: 1960 Census Data PC(1) 6C California Table 84

* Includes all teachers

fied as "unskilled". The statistics for Alameda show the impact of a large armed forces population in that a much smaller percentage of the male population is employed and a large number of those who are employed are engaged in occupations categorized as "Craftsman, Foreman, etc.".

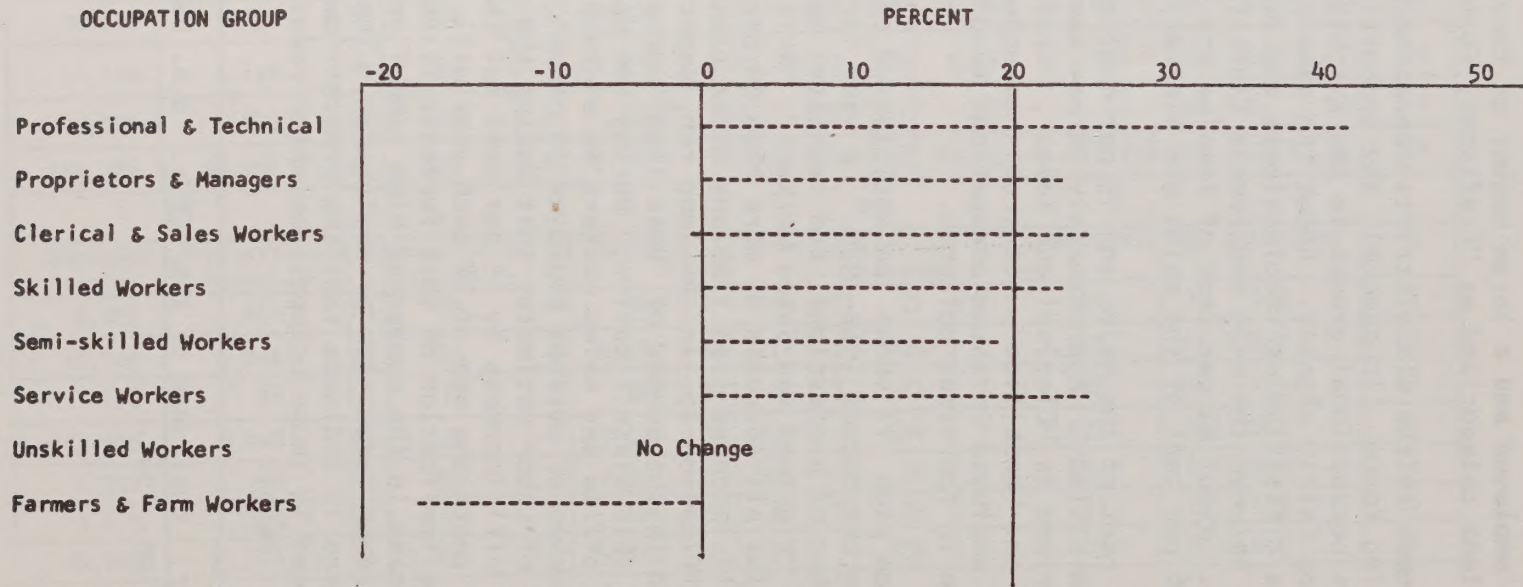
Employed women in the six districts represent approximately 38% of the total working force. In general, the proportions of employed females in the various occupational groups in the six districts follow the male distribution fairly closely. About the same proportions of males and females are classified as "Professional and Technical". The greatest difference between the male and female classifications is in "Clerical and Sales". About 42 per cent of females are engaged in these occupations but only 16 per cent of the males are similarly occupied.

Thirty per cent of the males and 19 per cent of the females are classified as "Unskilled". Approximately 70 per cent of both males and females are categorized as "Clerical and Sales", "Craftsman, Foreman, etc.", "Service", and "Unskilled". It should be noted that the sons and daughters of fathers employed in these occupations tend to enroll in junior colleges rather than in four-year colleges.

The chart on page 11 shows the anticipated changes in national employment during the decade 1960-1970.⁴ A very large increase is predicted in the number of professional and technical workers. "Proprietors and Managers", "Clerical and Sales Workers", "Skilled Workers", and "Service Workers" will all increase by more than 20 per cent. "Semi-skilled" workers will increase less than any other classification of workers and this classification is, in the long run, expected to decrease. No change is expected in the number of "Unskilled" workers, reflecting a long-term decline in this classification. During the decade 1950 to 1960, professional, office and sales workers as a group exceeded for the first time the number of persons employed in manual occupations. The U.S. Department of Labor estimates that during the decade 1960-1970 national employment will increase by 15 per cent but that the number of young people who reach the age of 18 each year will increase by nearly 50 per cent.⁴ The implication of this forecast is that there will be a very large increase in the number of high school graduates seeking either post high school education or employment. The data presented on the chart on page 11 indicate that the greatest employment opportunities will be found in those occupations which require education beyond the high school level.

⁴ Manpower: challenge of the 1960s. U.S. Department of Labor, Washington, 1961.

CHART SHOWING PERCENT CHANGE IN EMPLOYMENT 1960-70 in the U.S.



Source: Manpower: challenge of the 1960s
U.S. Department of Labor

The study completed for the U.S. Corps of Engineers predicted that by 1980 Alameda County would experience a growth in employment comparable to its predicted population growth.⁵ The report by Wilbur Smith Associates predicted that while population in the Central Metropolitan Area of Alameda County would increase by 15 per cent, employment would increase in the same area by 30 per cent. It is difficult to assess the impact of automation on the industrial complex in northern Alameda County. Current experience, however, seems to indicate that many workers, especially unskilled workers, will be displaced and will require retraining opportunities. Oakland City College established a program with this purpose at the beginning of the fall semester 1962. It is likely that community junior colleges will play a major role in retraining programs in California.

ACTUAL AND PROJECTED ADA 1955-1970

Table III presents the actual ADA for 1955-1962 and the projected ADA to 1970 in the six unified districts. The average increase from 1955 to 1962 was 1061 whereas the projected average annual increase to 1970 is 1264. The average annual increases indicate that the school population of northern Alameda county will be relatively stable in the decade 1960-1970. In fact, most of the annual increase in ADA will be experienced in Oakland.

Although the total school population will be relatively stable, the composition of this population will change considerably according to projected ADA figures.

	K-8	9-12
Actual Average	376	685
Annual Increase		
1955-1962		
Projected Average		
Annual Increase		
1963-1970	800	464

According to predictions, K-8 ADA will increase at a much higher rate than 9-12 ADA. It is possible that this change in the composition of the school population in northern Alameda county will have implications for long-range junior college plans after 1970.

ACTUAL AND PROJECTED ASSESSED VALUATION

Table IV presents the actual and projected growth of assessed valuation from 1955 to 1970 in the six unified districts of northern Alameda County.

Assessed valuation is expected to increase at a slower rate in the period 1963 to 1970 than it did in the previous period 1955 to 1962. The actual increase in assessed valuation in the six districts during the period 1955-1962 was approximately \$197,000,000 which represents an increase of about 20 per cent or, an annual increase of about \$25,000,000. The projected increase over the next seven year period 1963-1970 is approximately \$120,000,000, which represents an increase of about 11 per cent, or an annual increase of about \$17,000,000.

⁵ The Future Development of the San Francisco Bay Area.

Table III

Actual and Projected ADA K-12 in the Six Unified School Districts in Northern Alameda County

	Albany K-8 9-12		Berkeley K-8 9-12		Emeryville K-8 9-12		Oakland K-8 9-12		Alameda K-8 9-12		Piedmont K-8 9-12		Total K-8 9-12		Total K-12	Inc.	Annual % Increase
1955-56	1734	675	10,770	3,651	433	190	42,981	12,019	7,920	2,367	1,556	737	64,894	19,637	84,531		
	2409		14,420		623		54,498		10,287		2,293						
1956-57	1711	703	10,877	3,743	435	197	42,027	12,550	7,936	2,476	1,578	746	64,564	20,415	84,979	448	.5
	2414		14,619		632		54,577		10,412		2,324						
1957-58	1721	741	11,199	3,968	408	206	43,026	12,966	7,897	2,510	1,566	749	65,817	21,140	86,959	1,980	2.3
	2462		15,167		614		55,992		10,407		2,315						
1958-59	1724	751	11,301	4,162	364	184	43,603	13,551	7,583	2,528	1,532	746	66,107	21,922	88,029	1,070	1.2
	2475		15,464		548		57,154		10,011		2,276						
1959-60	1689	766	11,330	4,319	348	162	44,652	13,670	7,507	2,563	1,562	722	67,088	22,202	89,290	1,261	1.4
	2455		15,650		510		58,322		10,070		2,284						
1960-61	1643	796	10,963	4,492	378	160	44,891	14,578	7,554	2,800	1,514	767	66,943	23,593	90,536	1,246	1.3
	2439		15,455		538		59,469		10,354		2,281						
1961-62	1645	797	11,057	4,453	388	167	45,466	15,245	7,484	2,997	1,485	778	67,525	24,437	91,962	1,426	1.5
	2443		15,510		555		60,711		10,481		2,263						
Actual	-89	122	287	802	-45	-23	2,985	3,228	-436	630	-71	41	2,631	4,800	7,431	7,431	8.7
Total Inc.	34		1,089		-68		6,213		194		-30		7,431				
Average	-13	17	41	114	-6	-3	426	461	-62	90	-10	-6	376	685	1,061	1,061	1.4
Annual Inc.	5		115		-9		887		28		-4		1,061				
1962-63	1660	800	11,264	4,828	390	170	45,600	15,800	7,500	2,885	1,540	785	67,954	25,268	93,222		
	2460		16,092		560		61,400		10,385		2,325						
1963-64	1660	800	11,209	4,804	390	170	46,200	16,600	7,700	2,928	1,533	798	68,692	27,633	96,325	3,103	3.3
	2460		16,013		560		62,800		10,628		2,331						
1964-65	1660	800	11,292	4,840	390	170	46,900	17,000	7,900	2,972	1,515	767	69,657	26,549	96,206	-119	-.1
	2460		16,132		560		63,900		10,872		2,282						
1965-66	1660	800	11,386	4,880	390	170	47,800	17,400	8,500	3,017	1,500	763	71,236	27,030	98,266	2,060	2.1
	2460		16,266		560		65,200		11,517		2,263						
1966-67	1660	800	11,269	4,829	390	170	48,600	17,600	8,500	3,062	1,477	745	71,896	27,206	99,102	836	.8
	2460		16,098		560		66,200		11,562		2,222						
1967-68	1660	800	11,309	4,846	390	170	49,300	17,800	8,500	3,108	1,490	727	72,636	27,451	100,087	985	.9
	2460		16,155		560		67,100		11,608		2,217						
1968-69	1660	800	11,288	4,838	390	170	49,900	18,200	8,500	3,156	1,485	723	73,228	27,887	101,115	1,028	1.0
	2460		16,126		560		68,100		11,656		2,208						
1969-70	1660	800	11,371	4,873	390	170	50,500	18,400	8,500	3,203	1,500	702	73,921	28,148	102,069	954	.9
	2460		16,244		560		68,900		11,703		2,202						
Projected	15	3	314	420	2	3	5,034	3,155	1,016	206	15	-76	6,396	3,711	10,107		11%
Total Inc.	18		734		5		8,189		1,222		-61		10,107				
Average	2	.4	39	53	.2	.3	629	394	127	26	2	9.5	800	464	1,264		1.4
Proj. Inc.	2.2		92		.6		1,023		153		-8		1,264				

Table IV

Actual and Projected Assessed Valuation 1955-70 in the Six Unified School Districts in Northern Alameda County

	(Thousands)															
	1955-56	1956-57	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	
									(Projected)							
Albany	16,110	17,750	18,392	18,436	18,567	19,857	20,095	20,597	21,000	21,600	22,104	22,607	23,109	23,612	24,114	
Berkeley	140,468	147,928	151,214	154,037	156,953	161,155	164,209	167,300	170,000	172,700	175,500	178,300	181,200	184,100	187,000	
Emeryville	40,584	45,018	48,194	50,118	49,310	52,331	53,084	53,386	54,000	54,600	55,200	55,800	56,400	57,000	57,600	
Oakland	525,054	565,942	580,835	595,808	616,886	629,602	645,482	661,500	677,500	693,500	709,500	725,500	741,500	757,500	773,500	
Alameda	49,097	55,770	55,703	57,089	59,000	62,978	64,930	66,796	68,800	70,864	72,990	75,180	77,435	79,758	82,151	
Piedmont	23,131	23,801	20,676	21,155	21,408	21,605	21,916	22,116	22,316	22,516	22,716	22,916	23,116	23,316	23,516	
Total	794,444	856,209	875,014	896,643	922,124	947,528	969,716	991,695	1,035,780		1,080,303		1,125,286			
									1,013,716		1,058,010		1,102,760		1,147,881	

Source: NACJCDs Data

During the same seven year period (1963-1970) the total ADA in the six districts will increase by approximately 10 per cent. Thus, assessed valuation per ADA should remain relatively constant when northern Alameda County is considered as a whole.

PROJECTED JUNIOR COLLEGE ENROLLMENT AND ADA

Four methods are employed by the Bureau of School District Organization in the computation of potential junior college enrollment.

1. Applying area grade progression ratios to the area school enrollment figures.
2. Applying state-wide grade progression ratios to the area school enrollment figures.
3. Applying a percentage figure which represents a state-wide average to the area total 11th and 12th grade enrollment.
4. A combination of the above methods.

Method (3) above has been employed in this study. The most recent state-wide percentage figure which is applied to total 11th and 12th grade enrollment is 45.8 per cent. Because this is an average state-wide figure, and because junior colleges in the Bay Area would likely attract a large number of non-resident students¹, it was felt that method (3) above would produce reasonable accurate minimum figures for potential junior college enrollment in northern Alameda County. Consequently, the formula employed to project potential junior college enrollment is:

Total 11th and 12th grade enrollment X .458 = potential
junior college enrollment.

For the purpose of computing potential junior college average daily attendance the Bureau of District Organization applies a state-wide ratio of 1:1.274 to potential junior college enrollment. The formula employed in this study is:

Potential junior college enrollment X 1.27 = potential
junior college ADA.

Table V shows the actual and projected 11th and 12th grade enrollments from 1955-1970 in the six unified school districts. Of these districts, only Oakland and Berkeley unified districts expect an increase in enrollment at this level. Although it is difficult to accurately estimate enrollment a considerable number of years ahead, it should be remembered that, based on the predicted K-12 enrollments shown in Table III, 11th and 12th grade enrollments will likely increase after 1970.

Table V also presents the projected junior college enrollment and ADA figures from 1955 to 1970 for northern Alameda County.

¹ Table VI indicates that 33.1 per cent of Oakland City College fall 1961 total enrollment was non-resident.

Table V

Actual and Projected 11th and 12th Grade Enrollments
1955-1970 in the Six Unified Districts in Northern
Alameda County

	1955-56	1956-57	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70
Albany	341	361	374	365	370	375	375	375	375	375	375	375	375	375	375
Berkeley	1592	1591	1729	1749	1896	2019	1924	2009	1975	2096	2115	1909	2006	2024	1979
Emeryville	80	87	105	101	86	82	83	83	84	80	81	83	82	84	85
Oakland	5291	5332	5975	6271	6171	6291	6793	7044	7608	8159	8311	8333	8335	8419	8527
Alameda	1174	1172	1243	1233	1378	1355	1225	1342	1379	1426	1349	1203	1250	1264	1260
Piedmont	375	370	395	385	367	360	402	422	385	375	380	400	385	390	390
Total Enrollment	8853	8913	9369	10,104	10,254	10,489	10,385	11,255	11,843	12,521	12,506	12,283	12,448	12,551	12,616
Projected J.C. Enrollment	4054	4082	4291	4627	4696	4803	4756	5153	5424	5734	5727	5625	5701	5748	5778
Projected J.C. A.D.A.	5148	5184	5449	5876	5963	6099	6040	6544	6888	7282	7273	7143	7240	7299	7338

POST HIGH SCHOOL PLANS OF 1962 GRADUATES

The decision to attend a college or university and the eventual choice of a college are influenced by such factors as the proximity to a college, the high school record of the student, the availability and requirements of employment opportunities, the socio-economic and educational level of the home, and the college-going patterns of a graduate's peer group.

A recent study conducted by The Center for the Study of Higher Education reveals that when junior college opportunities are available, a larger proportion of high school graduates make the decision to continue their education. Further, the increased numbers of college-going high school graduates are drawn largely from homes of lower socio-economic level.

Studies conducted by the Board of Education in Chicago have shown that the closer a junior college campus is to feeder high schools, the higher the percentage of graduates from those schools who enter the junior college.

Little's study of high school graduates in Wisconsin revealed that the decision to attend college, and the persistence of the student in college, are related to the educational and socio-economic level of the home and to the amount of motivation supplied by parents.²

For the purpose of assessing the post high school needs and desires of graduating senior high school students in northern Alameda county, a questionnaire was constructed and administered to approximately 1300 students in five of the unified school districts. Because Oakland maintains a junior college and thus has on hand many data concerning the tendency of its high school graduates to enter the local junior college, it was felt that it would not be necessary to administer the questionnaire in the Oakland high schools. Tables VII through XVI present some of the pertinent data gained from this study.

Table VII indicates that 59% of the seniors in the study were enrolled in a college preparatory course in high school. In addition, 20 per cent were enrolled in a general program which usually provides admission to some colleges. It is interesting to note that 91 per cent of Piedmont seniors were enrolled in a college preparatory course while only 39 per cent of Alameda seniors had elected such a program.

Table VIII reveals that 71 per cent of the seniors planned to enter some form of post high school education. The percentages varied widely--88 per cent of Piedmont graduates but only 48 per cent of Alameda graduates indicated that they would attend a college or university.

¹ Unpublished study of 1959 high school graduates. The Center for the Study of Higher Education, University of California, Berkeley.

² Little, J.K., Explorations into the College Plans and Experiences of High School Graduates. School of Education, University of Wisconsin, Madison, 1959.

Table VII

1962 Graduating Senior Study

Albany, Berkeley, Emeryville, Alameda and Piedmont Unified School Districts

High School program of graduating seniors by district of attendance.

Percentages

District	No.	Coll.Prep.	Gen'l	Business	Home Ec.	Ind.Arts	Other
Alameda	383	39	36	17	1.3	3	4
Albany	142	51	11	25	0	9	3
Berkeley	586	64	14	12	2	3	1
Emeryville	32	47	25	12	0	13	0
Piedmont	164	91	6	1	0	1	0
Totals	1307	59	20	13	1	3	1

Table VIII

1962 Graduating Senior Study

Albany, Berkeley, Emeryville, Alameda and Piedmont Unified School Districts

Post high school plans by district of attendance.

Percentages

District	N	College or Univ.	Special School	Work	Armed Services	Home- making	Other	Not Sure
Alameda	378	48	8	26	5	2	2	8
Albany	136	54	7	21	7	0	3	7
Berkeley	575	76	4	9	4	1	2	4
Emeryville	32	31	6	34	6	3	3	16
Piedmont	162	88	4	2	2	0	1	2
Total	1283	65	6	15	5	1	2	6

Table IX

1962 Graduating Senior Study

Albany, Berkeley, Emeryville, Alameda and Piedmont Unified School Districts

Type of college high school graduates plan to attend, by district of attendance

District	<u>Percentages</u>				
	State Univ.	State Coll.	J.C.	Private College	Other
Alameda	8	14	60	14	6
Albany	16	30	41	9	4
Berkeley	25	21	38	12	4
Emeryville	0	7	60	16	7
Piedmont	39	12	24	22	3
Totals	22	19	41	14	4

Tables X through XVI present additional 1962 graduating senior data. See Appendix.

Table IX presents the college-type choices of the seniors in the five districts. It is interesting to note that in the districts in which the fewest students aspired to go to college the largest proportion of those who planned to go expected to enter a junior college.

As indicated earlier, Table II shows that 71 per cent of the employed males in northern Alameda County come from occupational groups at the middle or low economic levels. Table XII shows that, judging from the responses of the graduates, these groups send a much larger proportion of high school graduates to a junior college than to a state college or university.

In Tables X through XVI are summaries which reveal the plans of the graduates according to the occupational status and educational attainment of the father. These data indicate that the majority of graduating seniors in the five districts will seek educational opportunity in a junior college. Further, it seems to follow that if educational opportunities in junior colleges are provided, a much larger proportion of high school graduates from homes of lower socio-economic levels will decide to take advantage of these opportunities. As previously indicated on the chart on page 11, the trend in the decade 1960-1970 will be toward higher educational levels. The evidence clearly indicates the need for the expansion of junior college opportunities in northern Alameda County.

Community junior colleges in California are called "comprehensive" colleges because they offer many different kinds of educational opportunities to a highly diverse student population. Table XI indicates the type of junior college program which graduating seniors in the five districts planned to pursue. On a state-wide basis, experience has shown that approximately 70 per cent of entering junior college students elect a "Transfer" program which prepares them to transfer to a four-year college or university. It is interesting to note that in the five districts as a whole only 48 per cent of the seniors indicated such a choice. The prospective junior college entrants from Piedmont elected the transfer program to a much larger degree than did students from either Emeryville or Alameda. The data suggest that junior colleges in northern Alameda County must be comprehensive in nature if they are to provide the kinds of educational opportunities which graduating seniors state they will seek.

PRESENT OPPORTUNITIES FOR HIGHER EDUCATION

The map on page 22 shows the location of most of the institutions of higher education in the Bay Area. The concentric circles represent distances of five miles from the center of northern Alameda County. Found within a reasonable distance of Alameda County are seven private four-year colleges, four state colleges, seven junior colleges, and the University of California.

Many students from Alameda County have sought educational opportunity in junior colleges outside of their county of residence. Table XVII* shows the cumulative enrollments in 1961-1962 by junior college, high school, or unified district. Cumulative enrollment includes summer school

* See Appendix.

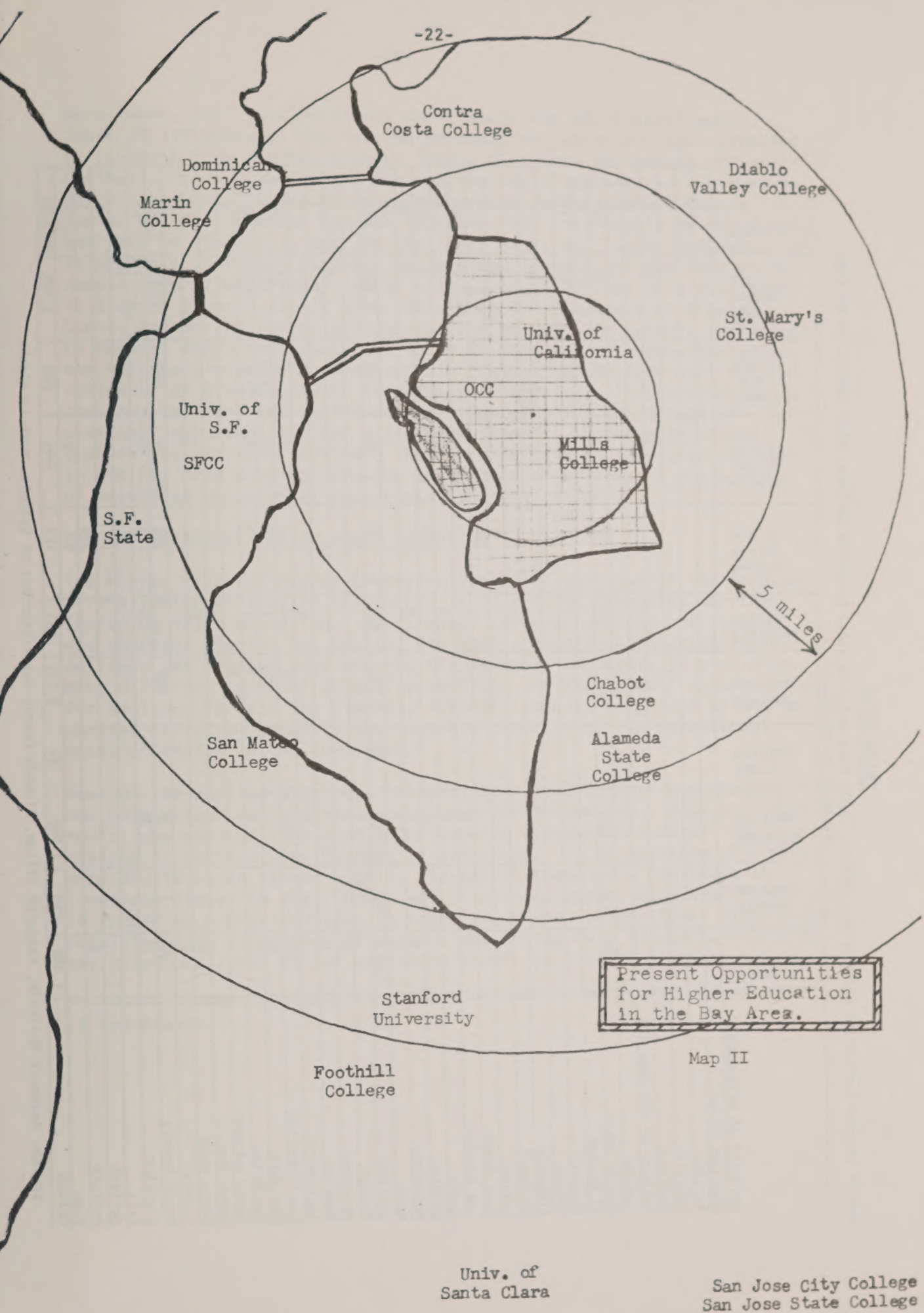


Table XVII

Junior College Cumulative Enrollments, 1961-62 (Full Time and Part Time) by Junior College, High School, or Unified
District of Residence

DISTRICT OF ATTENDANCE	Alameda Unified	Albany Unified	Berkeley Unified	Emery Unified	Oakland Unified	Piedmont Unified	Amador Valley U.H.S.	Liver- more U.H.S.	Washing- ton U.H.S.	South County J.C.	TOTAL
American River	2								3		5
Barstow								1			1
Cabrillo	1				1			1			3
Coalinga	1							1	1	2	5
College of the Sequoias								1			1
Compton			1								1
Contra Costa	80	169	508	1	360	55	44	292	10	85	1,604
El Camino			1								1
Foothill			2		7	2		3	86	10	110
Fresno	2								1	1	4
Glendale										1	1
Martinez						1				1	2
Lassen						1				2	3
Long Beach									2		2
Los Angeles	3		6	1	22	1	1			2	36
Marin			3			3				3	9
Modesto			2				1	9	3	2	17
Monterey	4		9			2			1	8	24
Napa	2		2							6	10
Oakland	1,011	162	2,091	32	8,582	166	22	29	148	1,363	13,606
Orange			1								1
Pasadena	1									2	3
Reedley	1										1
Sacramento			2			2				1	5
San Francisco	31	4	94		135	8	1	2	6	51	332
San Jose	5		6		12	1	26	38	338	112	538
San Mateo	7		7		4	2	4	8	136	328	496
Santa Barbara			1		2						3
Santa Monica									1		1
Santa Rosa	8	1	9			5		2		17	42
Sierra	1					1		1			3
South County	20	1	2		102		16	22	108	1,483	1,754
Stockton	1		2			1	5	34		1	44
Taft										1	1
Vallejo		1									1
Ventura	1						1		1		3
Yuba								2	1		3
TOTALS	1,182	338	2,749	34	9,227	251	121	445	846	3,483	81,676

Source: Research Bulletin, Research Office, Alameda County Superintendent of Schools, Rock La Fleche

enrollment, full and part-time enrollments and adult enrollments. Table XVIII* indicates the tuition payments to junior colleges attended by students from Alameda County. Table XIX shows the growth of junior college tuition payments and ADA and the rapid increase in the average payment per ADA. Table XX shows the growth in the Alameda County junior college tax rate between 1955 and 1962. It should be noted that the rate in 1961-62 is nearing the legal limit for junior colleges. It is probable that many students who are now leaving the Bay Area would remain here if additional junior college opportunities were available in Alameda County. It is also clear that the taxpayers of Alameda County are making junior college tuition payments in amounts sufficient to support additional junior colleges in this county. Notwithstanding the excellent work being done by both campuses of Oakland City College, residents of Alameda County cannot expect that this institution can continue to carry the full burden of supplying junior college educational opportunities for all of the students who wish to attend such an institution. Further, the presence of many four-year colleges in the Bay Area does not provide a sufficient solution to the problem of extending educational opportunity in this region.

PRESENT OPPORTUNITIES IN ADULT EDUCATION

The Master Plan for Higher Education specifies that one of the purposes of the junior college in California is to provide community services, including adult education. Many junior colleges provide both graded and ungraded classes for adults. In most communities in which junior colleges are located they and the high schools cooperate in providing many different types of community services and educational opportunities for adults. In this the planning authorities must be guided by one important criterion which is the complete coverage of the educational needs of adults in the community.

Four of the unified districts, Albany, Berkeley, Oakland and Alameda, now have active and well-developed programs for adults. However, those adults who want college credit for evening classes must enroll in classes at Oakland City College or elsewhere. It is possible that many more adults would attend evening classes if these were available in locations closer to their homes and if college credit were available. It should be emphasized that in these times when occupational displacement resulting from automation is common, one of the ways in which retraining may be accomplished is for adults to enroll in evening classes.

* See Appendix.

Table XIX

Alameda County
Junior College Tuition Payments
1955-62

	Number of J.C.	ADA	Amount Payable	Average Payment Per ADA
1955-56	22	2182	\$ 862,253.64	\$ 395.22
1956-57	27	2125	901,069.24	424.12
1957-58	27	2178	988,731.52	453.99
1958-59	35	2564	1,585,343.82	618.41
1959-60	37	3092	2,052,867.25	663.99
1960-61	32	3258	2,390,807.28	733.86
1961-62	37	3801	2,818,625.70	741.59

Source: Office of the Alameda County Superintendent of Schools,
Rock La Fleche

Table XX

Alameda County Junior College Tax Rate 1955-62

1955-56		.15
1956-57		.141
1957-58		.1464
1958-59		.2168
1959-60		.2963
1960-61		.2996
1961-62		.336

Source: Office of the Alameda County Superintendent
of Schools, Rock La Fleche

Chapter 3

Junior College District Alternatives

in Northern Alameda County

There are several possible ways to combine the six unified districts into junior college districts. After an inspection of the data reported in Chapter 2 and a review of the geographical characteristics of the area, it appeared to the consultants that the data should be reorganized so as to permit consideration of the following possible combinations:

1. One junior college district, comprised of all six northern Alameda districts
2. Two districts
 - a. Albany-Berkeley-Emeryville
Oakland-Alameda-Piedmont
 - or
 - b. Albany-Berkeley
Oakland-Emeryville-Alameda-Piedmont

In this chapter the consultants first consider the various districting possibilities and evaluate each in terms of the suggested criteria. They then make their recommendation.

District Alternatives

In this section the projected enrollments, ADA, and assessed valuation are reported for each of the district possibilities. In addition, the desirable characteristics for junior college districts, as outlined in Chapter 1, are applied to each of the alternatives.

The following notations should be made with respect to all the tables in which enrollments and ADA for the various possible districts are reported or projected.

1. The upper half of each table presents enrollment and ADA based on the 11th and 12th grade high school enrollments, actual or projected, in the unified districts included in the suggested combination. Junior college enrollment in the first row is ascertained by applying a percentage figure of 45.8 to the 11th and 12th grade enrollments as indicated previously. This factor is the one used by the Bureau of District Organization of the California State Department of Education in estimating junior college enrollments. This percentage figure, incidentally, has, as a result of recent experience, been revised upward from 41.3.

2. In both parts of all tables, ADA is ascertained by multiplying junior college enrollment by 1.27, the factor used by the state to determine ADA from enrollment.
3. In the lower half of each table an additional enrollment factor is added to the projection. Experience in large metropolitan areas has been that junior college enrollment may be in excess of the enrollment derived by the application of the 45.8 per cent factor to the 11th and 12th grade enrollment. In-migration of additional students to metropolitan areas as well as a larger concentration of older youth and adults who may avail themselves of junior college opportunities, tend to increase the number of students attending junior colleges in metropolitan areas. It was for this reason that the consultants applied an additional 25 per cent to the projections made in the upper half of each table.
4. In one sense the data, with the exception of assessed valuation for the years 1955-1962, are projections. Enrollment and ADA data for prior years are a projection of what might have been had there been a junior college serving the area. The figures from 1962 forward are naturally those projected ahead on the assumption that a junior college would be available. The data for prior years have no relationship to the number of students who actually attended junior colleges.

ONE DISTRICT

In Table XXI are the enrollments, ADA, and assessed valuation per ADA for the total area including all six unified districts. It can be observed that based on 11th and 12th grade high school enrollments alone, the one district would have an enrollment of slightly more than 5,700 with an ADA of almost 7,300 and an assessed valuation per ADA of over \$142,000 in 1964-65. After adding a possible increase of 25 per cent the enrollment is then estimated to be almost 7,200 with a projected ADA of 9,100, and an assessed valuation per ADA of \$114,000. Since Oakland Unified District, which presently maintains a junior college, is involved in this possible reorganization, it is not necessary, according to state law, that the usual minimum requirement of \$150,000 assessed valuation per ADA be met.

TWO DISTRICTS -- ALTERNATIVE NO. 1

One of two possibilities for dividing the area into two districts would be to combine Berkeley, Albany, and Emeryville into one district and Oakland, Piedmont, and Alameda into another. Table XXII includes data on the Berkeley-Albany-Emeryville combination. Based only on 11th and 12th grade enrollments, it is estimated that this combination would produce an enrollment of approximately 1,200 with an ADA of almost 1,500 and an assessed valuation per ADA of \$168,000 for 1964-1965. The possible increase by 25 per cent would bring enrollment to 1,460 with an ADA of 1,854 and a projected valuation per ADA of over \$134,000 for the same year. Table XXIII presents the same data for the Oakland-Piedmont-Alameda combination. Here

Table XXI

Projected Junior College Enrollments*, ADA**, Actual and Projected Assessed Valuation and Projected Assessed Valuation per ADA 1955-1970 in the Six Unified School Districts: Albany, Berkeley, Alameda, Emeryville, Oakland and Piedmont

	1955-56	1956-57	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70
Projected J.C. Enrollment	4054	4082	4291	4627	4696	4803	4756	5153	5424	5734	5727	5625	5701	5748	5778
Projected J.C. ADA	5148	5184	5449	5876	5963	6099	6040	6544	6888	7282	7273	7143	7240	7299	7338
Actual and Proj. Total Ass. Val.	794,444	856,209	875,014	896,643	922,124	947,528	969,716	991,695	1,035,780	1,080,303	1,125,286	1,147,881	1,102,760	1,058,010	1,013,716
	(Thousands)														
Projected Assessed Val. per ADA	154,320	165,163	160,582	152,594	154,640	155,357	160,549	151,542	147,171	142,238	145,470	151,239	152,314	154,169	156,429

Projected Junior College Enrollments*, increased by 25%***, ADA**, Actual and Projected Assessed Valuation and Projected Assessed Valuation per ADA 1955-1970 in the Six Unified School Districts: Albany, Berkeley Alameda, Emeryville, Oakland and Piedmont

Projected J.C. Enrollment + 25%	5067	5102	5363	5783	5870	6003	5945	6441	6780	7167	7158	7031	7126	7185	7222
Projected J.C. ADA	6435	6479	6811	7344	7454	7623	7550	8180	8610	9102	9090	8929	9050	9124	9171
Actual and Proj. Total Ass. Val.	794,444	856,209	875,014	896,643	922,124	947,528	969,716	991,695	1,035,780	1,080,303	1,125,286	1,147,881	1,102,760	1,058,010	1,013,716
	(Thousands)														
Projected Assessed Val. per ADA	123,456	132,151	128,470	122,091	123,708	124,298	128,429	121,234	117,737	113,796	116,392	120,988	121,851	123,332	125,164

* Calculation of projected enrollment according to State Department of Education, Bureau of District Organization formula: 45.8% of 11th and 12th grade enrollment = projected junior college enrollment.

** Calculation of projected junior college ADA according to State Department of Education, Bureau of District Organization formula: Projected Enrollment X 1.27 = Projected ADA.

*** Projected enrollment is increased by 25% based on the state-wide experience of the Bureau of District Organization. The 45.8% of 11th and 12th grade enrollment calculation does not include non-resident and adult enrollment.

Table XXII

Projected Junior College Enrollments*, ADA**, Actual and Projected Assessed Valuation and Projected Assessed Valuation per ADA 1955-1970 in Three Unified School Districts: Berkeley, Albany and Emeryville

	1955-56	1956-57	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70
Projected J.C. Enrollment	922	934	1011	1014	1077	1134	1090	1129	1114	1168	1177	1084	1128	1137	1117
Projected J.C. ADA	1170	1186	1283	1287	1367	1440	1384	1433	1414	1483	1494	1376	1432	1443	1418
Actual and Proj. Total Ass. Val. (Thousands)	197,162	210,696	217,800	222,591	224,830	233,073	237,388	241,283	245,100	248,900	252,804	256,707	260,709	264,712	268,714
Projected Assessed Val. per ADA	168,514	177,652	169,758	172,953	164,469	161,856	171,523	168,376	173,338	167,835	169,212	186,560	182,059	183,445	189,502

Projected Junior College Enrollments*, increased by 25%***, ADA**, Actual and Projected Assessed Valuation, and Projected Assessed Valuation per ADA 1955-1970 in Three Unified School Districts: Berkeley, Albany and Emeryville

Projected J.C. Enrollment +25%	1152	1167	1263	1267	1346	1417	1362	1411	1392	1460	1471	1355	1410	1421	1396
Projected J.C. ADA	1463	1482	1604	1609	1709	1799	1729	1791	1767	1854	1868	1720	1790	1804	1772
Actual and Proj. Total Ass. Val. (Thousands)	197,162	210,696	217,800	222,591	224,830	233,073	237,388	241,283	245,100	248,900	252,804	256,707	260,709	264,712	268,714
Projected Ass. Val. per ADA	134,765	142,170	135,785	138,341	131,556	129,556	137,297	134,719	138,709	134,250	135,334	149,248	145,647	146,736	151,644

* Calculation of projected enrollment according to State Department of Education, Bureau of District Organization Formula: 45.8% of 11 and 12 grade enrollment = projected junior college enrollment.

** Calculation of projected junior college ADA according to State Department of Education, Bureau of District Organization formula: Projected Enrollment X 1.27 = Projected ADA

*** Projected enrollment is increased by 25% based on the state-wide experience of the Bureau of District Organization. The 45.8% of 11th and 12th grade enrollment calculation does not include non-resident and adult enrollment.

Table XXIII

Projected Junior College Enrollments*, ADA**, Actual and Projected Assessed Valuation and Projected Assessed Valuation per ADA 1955-1970 in Three Unified School Districts: Oakland, Piedmont and Alameda

	1955-56	1956-57	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70
Projected J.C. Enrollment	3132	3148	3486	3613	3619	3669	3837	4042	4309	4566	4550	4541	4573	4611	4661
Projected J.C. ADA	3977	3997	4427	4653	4596	4659	4872	5110	5472	5798	5778	5767	5807	5855	5919
Actual and Proj. Total Ass. Val. (Thousands)	597,282	645,513	657,214	674,052	697,294	714,185	732,328	750,412	768,616	786,880	805,206	825,596	842,051	860,574	879,167
Projected Assessed Val. per ADA	150,184	161,499	148,455	144,863	151,717	152,116	150,313	146,851	140,463	135,715	139,357	143,158	145,006	146,981	148,533

Projected Junior College Enrollments*, increased by 25%***, ADA**, Actual and Projected Assessed Valuation, and Projected Assessed Valuation per ADA 1955-1970 in Three Unified School Districts: Oakland, Piedmont & Alameda

Projected J.C. Enrollment + 25%	3915	3935	4357	4516	4523	4586	4796	5030	5386	5707	5687	5676	5716	5763	5826
Projected J.C. ADA	4971	4997	5571	5735	5744	5824	6090	6388	6840	7247	7222	7208	7259	7319	7399
Actual and Proj. Total Ass. Val. (Thousands)	597,282	645,513	657,214	674,052	697,294	714,185	732,328	750,412	768,616	786,880	805,206	825,596	842,051	860,574	879,167
Projected Assessed Val. per ADA	120,153	129,180	117,970	117,533	121,395	122,627	120,250	117,472	112,370	108,580	111,493	114,538	116,000	117,580	118,822

* Calculation of projected enrollment according to State Department of Education, Bureau of District Organization formula: 45.8% of 11th and 12th grade enrollment = projected junior college enrollment.

** Calculation of projected junior college ADA according to State Department of Education, Bureau of District Organization formula: projected enrollment X 1.27 = projected ADA

*** Projected enrollment is increased by 25% based on the state-wide experience of the Bureau of District Organization. The 45.8% of 11th and 12th grade enrollment calculation does not include non-resident and adult enrollment.

it will be noted that both enrollment and projected ADA are substantially larger in this combination than for Berkeley-Albany-Emeryville. The assessed valuation per ADA is lower, but not sufficiently so to suggest inability on the part of the area to support a junior college.

TWO DISTRICTS -- ALTERNATIVE NO. 2

The other of the two possibilities for dividing the area would be to combine Berkeley and Albany into one district and the other four unified districts into another. As can be seen from Table XXIV, the combination of Berkeley and Albany would for the school year 1964-1965 result in an enrollment of slightly over 1,100, an ADA of slightly more than 1,400, and an assessed valuation per ADA of over \$135,000. Assuming the further addition of 25 per cent in enrollment, the figures then would become 1,413, 1,794, and \$108,305. A district comprised of the remaining four districts, as reflected in Table XXV, would again have considerably higher enrollments and ADA, but because of the inclusion of Emeryville with its high assessed valuation, the amount of money behind each unit of ADA would, despite the higher enrollment, be greater than in the Albany-Berkeley combination.

Recapitulation

Table XXVI summarizes the data for the school year 1964-1965 set forth in Tables XXII through XXV. The data when presented in summary form are more readily analyzed in terms of the criteria for desirable junior college districts. Specific comments about the application of these criteria to each of the district alternatives are made in chart form on the following pages.

Projected Junior College Enrollments*, ADA**, Actual and Projected Assessed Valuation, and
Projected Assessed Valuation per ADA 1955-1970 in the Berkeley and Albany Unified School Districts

1955-56 1956-57 1957-58 1958-59 1959-60 1960-61 1961-62 1962-63 1963-64 1964-65 1965-66 1966-67 1967-68 1968-69 1969-70

Projected J.C. Enroll.	856	894	963	968	1037	1096	1052	1091	1076	1131	1140	1046	1090	1098	1078
Projected J.C. A.D.A.	1087	1135	1223	1229	1316	1391	1336	1385	1366	1436	1447	1328	1384	1394	1369
Actual & Proj. Tot. Ass. Val. (Thousands)	156,578	165,678	169,606	172,473	175,520	181,012	184,304	187,897	191,100	194,300	197,604	200,907	204,309	207,712	211,114
Projected Ass. Val. per ADA	144,045	145,971	138,680	140,336	133,373	130,130	137,952	135,665	139,897	135,306	136,561	151,285	147,622	149,004	151,227

Projected Junior College Enrollments*, Increased by 25%***, ADA**, Actual and Projected Assessed Valuation, and
Projected Assessed Valuation per ADA 1955-1970 in the Berkeley and Albany Unified School Districts

Projected J.C. Enroll. + 25%	1070	1117	1203	1210	1296	1370	1315	1363	1345	1413	1425	1307	1362	1372	1347
Projected J.C. A.D.A.	1358	1418	1527	1536	1645	1739	1670	1731	1708	1794	1809	1659	1729	1742	1710
Actual & Proj. Tot. Ass. Val. (Thousands)	156,578	165,578	169,606	172,473	175,520	181,012	184,304	187,897	191,100	194,300	197,604	200,907	204,309	207,712	211,114
Projected Ass. Val. per ADA	115,300	116,839	111,071	112,287	106,699	104,089	110,361	108,548	111,885	108,305	109,233	121,101	118,165	119,237	123,458

- * Calculation of projected enrollment according to State Department of Education, Bureau of District Organization formula: 45.8% of 11th and 12th grade enrollment = projected junior college enrollment.
- ** Calculation of projected junior college ADA according to State Department of Education, Bureau of District Organization formula: Projected Enrollment X 1.27 = Projected ADA
- *** Projected enrollment is increased by 25% based on the state-wide experience of the Bureau of District Organization. The 45.8% of 11th and 12th grade enrollment calculation does not include non-resident and adult enrollment.

Table XXV

Projected Junior College Enrollments*, ADA**, Actual and Projected Assessed Valuation, and Projected Assessed Valuation per ADA 1955-1970 in the Oakland, Piedmont, Emeryville, and Alameda Unified School Districts

	1955-56	1956-57	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70
Projected J.C. Enrollment	2997	3188	3534	3659	3658	3707	3875	4062	4356	4602	4587	4579	4610	4641	4700
Projected J.C. ADA	3806	4048	4488	4646	4645	4707	4921	5158	5532	5844	5825	5815	5854	5894	5969
Actual and Proj. Total Ass. Val. (Thousands)	637,866	690,531	705,408	724,170	746,604	766,516	785,412	803,798	822,616	841,480	860,406	879,396	898,451	917,574	936,767
Projected Assessed Val. per ADA	167,594	170,585	157,176	155,869	160,732	162,845	159,604	155,835	148,701	143,990	147,709	151,228	153,476	155,679	156,938

Projected Junior College Enrollments*, Increased by 25%***, ADA**, Actual and Projected Assessed Valuation and Projected Assessed Valuation per ADA 1955-1970 in the Oakland, Piedmont, Emeryville, and Alameda Unified School Districts

Projected J.C. Enrollment + 25%	3746	3985	4417	4573	4572	4633	4843	5077	5445	5752	5733	5723	5762	5801	5875
Projected J.C. ADA	4757	5060	5609	5807	5806	5883	6150	6447	6915	7305	7280	7268	7317	7367	7461
Actual and Proj. Total Ass. Val. (Thousands)	637,866	690,531	705,408	724,170	746,604	766,516	785,412	803,798	822,616	841,480	860,406	879,396	898,451	917,574	936,767
Projected Assessed Val. per ADA	134,089	136,468	125,763	124,706	128,591	130,293	127,709	124,677	118,961	115,192	118,187	120,995	122,789	124,551	125,555

* Calculation of projected enrollment according to State Department of Education, Bureau of District Organization formula: 45.8% of 11th and 12th grade enrollment = projected junior college enrollment.

** Calculation of projected junior college ADA according to State Department of Education, Bureau of District Organization formula: projected enrollment x 1.27 = projected ADA

*** Projected enrollment is increased by 25% based on the State-wide experience of the Bureau of District Organization. The 45.8% of 11th and 12th grade enrollment calculation does not include non-resident and adult enrollment.

Table XXVI

Recapitulation of Projected Junior College Enrollments, ADA, Actual and Projected
Assessed Valuation and Projected Valuation per ADA for 1964-65 in
Several Junior College Districting Proposals for the
Six Unified School Districts of Northern Alameda County

1964-65	One District	Albany, Berk. Emeryville	Oakland, Pied- mont, Alameda	Albany Berkeley	Emeryville, Oakland Piedmont, Alameda
Enrollment	5734	1168	4566	1131	4602
A.D.A.	7282	1483	5798	1436	5844
Assessed Valuation	1,035,780	248,900	786,880	194,300	841,480
Assessed Valuation per A.D.A.	142,238	167,835	135,715	135,306	143,990

+ 25%					
Enrollment	7167	1460	5707	1413	5752
A.D.A.	9102	1854	7247	1794	7305
Assessed Valuation	1,035,780	248,900	786,880	194,300	841,480
Assessed Valuation per A.D.A.	113,796	134,250	108,580	108,305	115,192

Characteristics

Alternative Districts

Size of student body and geographical area sufficient to provide a:

- comprehensive vocational-technical program
- broad transfer program
- program of general and liberal arts courses

One district

Obviously, there can be no question about the adequacy of one district in terms of potential enrollment and a geographical area which could support a variety of programs. The consultants believe that by means of both comprehensive and possible one more highly specialized campus the needs of technical and semi-professional students could be met well by one large district. To this end there could be overall planning and cooperation with industry and labor in the area which would unitize rather than segment the program.

Two districts--Alternative No. 1

There is a serious question of whether a student body of less than 1,200 with no potential for future growth, as would be the situation in the case of the Albany-Berkeley-Emeryville combination, would be sufficient to make possible a fully comprehensive educational program. Although there is no magical enrollment figure which denotes optimum size, the consultants have observed that those junior colleges with a wide range of offerings have enrollments considerable in excess of 1,200. (See Appendix, Table XXXI)

The Piedmont-Oakland-Alameda combination would have the enrollment to provide a broad program. The major question thus becomes one of what is best for the remainder of northern Alameda County.

Two districts--Alternative No. 2

When only Albany and Berkeley are considered as a possible district, the same question of sufficient enrollment, raised above, becomes even more relevant.

Characteristics

Alternative Districts

Natural attendance area be within the district maintaining the junior college

One district

No problem here since the entire six unified district area would be in one district and the citizens through their elected board members would have a voice in the policies of the college.

Two districts--Alternatives No. 1 and 2

Since the smaller of two districts might not be able to offer certain specialized programs, many students from that district would likely have to be given permits to attend college in another district, thus reducing the possibility for overall planning and local control.

District be of sufficient size to provide a carefully designed community service program

One district

Obviously of adequate size. A question could be raised as to whether the total area is too large and too segmented into cities for the overall planning of a community service program. Yet there are community needs and problems in the East Bay which could perhaps be met best by an area-wide approach. Such an approach on the part of a district junior college need not compete with efforts by unified districts to meet certain adult education and other needs.

Two districts--Alternatives No. 1 and 2

Any combination would be large enough to facilitate constructive planning for community services. The only question is whether planning on the part of two districts would be as productive as cooperative planning for the entire area.

An organization which avoids undue duplication of administrative machinery and effort

One district

One central administration would eliminate duplication at this level.

Two districts--Alternatives No. 1 and 2

Inevitable duplication of central administration

Characteristics

Alternative Districts

Spread of cost of
operation and capital
outlay

One district

Economies in purchasing and other business operations are apparent. Certain administrative staff services could be spread over total area. Campus and plant planning could be done for entire region.

Two districts--Alternatives No. 1 and 2

Inevitable duplication of certain services. Forfeiture of advantages of central purchasing. Possible duplication of facilities.

Maximum coordination with
other institutions

One district

Could conceivably be a loss in coordination with high schools as compared with smaller districts. Loss could, however, be avoided by close cooperation of individual campuses with high schools in the area of each campus. Planning with other junior colleges and with four-year colleges maximized by one district instead of two.

Two districts--alternatives No. 1 and 2

Some possible advantages in relationships with high schools. Advantages minimized in relationship with other institutions.

Accessible campuses

One district

Possible, but not necessarily a fact. However, a governing board should establish a number of campuses located in such a way as to serve all parts of the area.

Two districts--Alternatives No. 1 and 2

Perhaps a more certain way of insuring campus distribution.

Communities with
common interestsOne district

It may appear that one district covering the entire area is so large and so metropolitan in character as to defy the "community of interests" concept. Certainly there are diverse elements within it. Yet because of such factors as transportation routes, irregular and almost unknown boundaries between cities, the general characterization of "East Bay" territory, common shopping facilities, similar characteristics in the population among some (but not among all) of the communities, and general employment opportunities, there is greater commonality than may be perceived.

Two districts--Alternatives No. 1 and 2

Except in the case of the Berkeley and Albany combination, which in the judgment of the consultants might constitute a fairly homogeneous territory, the division of the territory into two districts would appear to yield no greater degree of common-interest territories than would one single district. The very nature and location of the communities do not appear to segment particular clusters of them into discreet communities.

Other Alternatives

As mentioned previously, another possibility for district organization is for Albany and/or Berkeley to annex to the Contra Costa Junior College District since both are contiguous to this district. It should be noted, however, that if such a step were to be taken by Berkeley, Albany would have to do likewise, since it would then be left without territory contiguous to the remainder of Alameda County.

As a means of reviewing the enrollment, ADA, and assessed valuation data which would result if either Albany or Berkeley, or both, were to be joined with Contra Costa district, Table XXVII was constructed. Here the data for Albany and Berkeley are combined with those for the Contra Costa district, using the years 1961-1962, 1962-1963, and 1963-1964.

Due to the fact that to date in Contra Costa County the assessed valuation in relation to junior college enrollment is favorable, it naturally follows that when either Albany or Berkeley, or both, are combined with Contra Costa, the amount of wealth behind each projected unit of ADA remains high. Likewise, total enrollment is high--at least to the point where there is no question regarding the possibility of an adequate program.

It is obvious, therefore, that the feasibility of either Albany or Berkeley annexing to Contra Costa should be considered on grounds other than current enrollment and financial ability.

Among the questions which the consultants believe the citizens of Albany and Berkeley would need to ask as they evaluate the feasibility of joining with Contra Costa are the following:

1. Are the interests of these two communities more closely or as closely allied to Contra Costa as they are to the communities to the south?
2. Do transportation facilities lead to easy access to the colleges in Contra Costa County?
3. Would it be as easy to plan for junior college occupational programs, appropriate to Albany and Berkeley, if these communities were part of the Contra Costa district as it would if they were part of an Alameda County organization?
4. Would the necessity for additional out-of-the-district permits in Albany and Berkeley be greater if these areas were affiliated with Contra Costa rather than Alameda County?
5. Would these communities be as sure of adequate representation on the governing board of the Contra Costa District as they would be by participation in the formation of a new district in Alameda County?
6. Would the current favorable financial support picture remain the same over future years, particularly in view of Contra Costa's anticipated population growth and its anticipated need for long-term financing?

Table XXVII

Projected Junior College Enrollments, ADA, Actual and Projected Assessed Valuation and Projected Assessed Valuation per ADA 1961-64: Contra Costa Junior College District and Berkeley and Albany Unified School Districts; Contra Costa Junior College District and Berkeley Unified School District; Contra Costa Junior College District and Albany Unified School District.

	1961-62			1962-63			1963-64		
	Contra Co. Berkeley	Contra Co. Albany	Contra Co. Berk-Albany	Contra Co. Berkeley	Contra Co. Albany	Contra Co. Berk-Albany	Contra Co. Berkeley	Contra Co. Albany	Contra Co. Berk-Albany
Enrollment	4638	3929	4809	5234	4486	5405	5876	5144	6048
A.D.A.	5227	4427	5419	5898	5056	6091	6622	5797	6816
Assessed Valuation	1,083,373	938,287	1,102,497	1,142,962	996,295	1,163,559	1,198,789	1,049,888	1,219,889
Assessed Valuation per ADA	207.264	211.946	203.450	193.788	197.044	191.029	181.031	181.108	178.974

+ 25% of *									
Enrollment *	4858	3972	5072	5464	4529	5677	6102	5187	6317
A.D.A.	5474	4476	5716	6157	5104	6397	6876	5845	7119
Assessed Valuation	1,083,373	938,287	1,102,497	1,142,962	996,259	1,163,559	1,198,789	1,049,888	1,219,889
Assessed Valuation per ADA	197.912	209.626	192.879	185.636	195.191	181.891	174.343	179.621	171.356

* Note: 25% of the enrollment taken only for Berkeley and Albany -- Contra Costa figures are based on actual junior college attendance 1961-63 and projected attendance 1963-64.

7. Is it probable that a new campus would be developed to serve the needs of Berkeley and/or Albany?

Without attempting to apply each criterion to the combination of the Albany-Berkeley area and Contra Costa, the consultants present the following observations as relevant:

1. Certainly the district resulting from the combination would be of sufficient size to warrant the continuation and extension of Contra Costa's comprehensive program.
2. There could well be a question concerning the location of a campus to serve the needs of Albany and Berkeley. The matter of representation of the Albany-Berkeley area on the Board of Trustees of the newly enlarged district could also become a subject of concern.
3. Questions concerning the absorption by the new territory of Contra Costa's present capital investment would have to be determined.
4. With certain exceptions in the Albany area, the Albany-Berkeley districts seem much more closely related to Alameda County than to Contra Costa. Transportation routes flow to the south, not to the north and east. People from the area are more likely to be employed in Alameda than in Contra Costa County. The same is true of people's shopping habits. For the citizens of Albany and Berkeley to be joined with Contra Costa for junior college purposes would seem artificial whereas for them either to form their own district or to unite with other districts in Alameda County would seem natural and logical. Problems of coordination with high schools and with adult education programs would appear to be infinitely easier if northern Alameda County remains self-contained.

Recommendations

The consultants conclude that, without doubt, the most desirable junior college organization for northern Alameda County would be one district to include all six unified districts.

Reasons for this decision are implicit in both the objective data and the analysis of desirable characteristics presented in preceding pages of this chapter. The advantages of a district which would draw uniformly on the wealth throughout the northern part of the county and thus equalize the financial support of a junior college program seem apparent. As is obvious from a review of the data, there are, with the exception of Emeryville, no dramatic concentrations of assessed valuation. Yet among the various possible variations of districts there are differences in the projected assessed valuation per unit of junior college ADA. The consultants believe that by considering the six-district area as a whole and by equalizing the support behind each student, the citizens in the region will be served best, both immediately and in the years to come. This point of view seems all the more realistic when considered in view of a predicted mild population

growth in the area. Since, on the other hand, industrial growth and concentration is more difficult to predict and since it is entirely possible that in an area like the East Bay such growth may exceed conservative projections, it would seem better to insure for future years an equality of junior college opportunity in the entire area.

Of even greater weight, in the consultants' judgment, is the importance of a district with sufficient enrollment and of sufficient geographical size to make possible sound educational planning and a multiplicity of programs. Only such a district is able to offer the wide variety of programs needed without encountering extremely high costs per student because of limited enrollment. In smaller districts the needs of many students go unmet or extra costs are involved through attendance at a college in another district. As has been observed, some of the possible combinations would neither now nor in the foreseeable future have an adequate enrollment for a broad program. To have one board responsible for planning the educational program for the entire area would seem preferable to segmentation, particularly in planning for occupationally oriented and community service programs.

The consultants also believe that the economies accruing through one central administration would provide more money for the educational program and for capital facilities than would be true if the area were divided into two districts.

In addition to the above considerations it should be noted that the Berkeley-Albany combination fails to meet the state minimum requirement of \$150,000 assessed valuation per ADA. It is a matter of record that the State Board of Education has made exceptions to this minimum only in instances of isolation or accessibility.

The recommendation for one district carries with it the following subsidiary recommendations. These have to do with the nature of the program and the facilities necessary to serve the area.

First, the educational program should be comprehensive. The consultants believe that each one of the probable three or more campuses necessary to serve the region should offer a comprehensive program, but that there should be some degree of specialization of occupational training programs on each in order to avoid unnecessary duplication of effort and expense. It is possible that on one campus there might be a higher concentration of certain occupational courses than on others. The campuses should be open to all students--the only restriction being the availability of certain occupational courses mentioned above. It would be essential that the campuses be located so as to reduce the time and complexity of students' travel. Without doubt, at least one campus should be located in the Berkeley-Albany area. The board of the new district should have a comprehensive site study made at the earliest possible time.

Second, since some of the unified districts now operate outstanding adult programs, the consultants believe that after a junior college district is established satisfactory arrangements should be worked out between the junior college and the unified districts regarding the role of each in adult education and community services. Undoubtedly, those districts wishing to continue their adult education programs should do so. The junior college could supplement rather than duplicate unified district efforts. Much of the junior college effort in adult education would likely be in courses bearing junior college credit. There could likely be cooperative efforts in certain community events and services. Other areas of the state have been faced with similar problems when junior colleges were established and, generally speaking, the problems in a given community have appeared much less acute after the junior college was established than before.

Third, due to the nature of the district the consultants would suggest that trustee areas be determined prior to the election of the first governing board.

Chapter 4

Procedure For Establishing A Junior College District¹

A junior college district is comprised of one or more high school or unified districts in their entirety. It is a separate political entity having an elected governing board with jurisdiction for grades 13 and 14. The board has the rights, duties and responsibilities for these grades which other boards have with respect to other types of districts. Junior college districts are financed in a manner similar to other districts--a combination of state-local support. They may also provide funds for capital outlays in the same manner.

Statutes provide certain standards with reference to the formation of junior college districts. No district may be formed if, as of the second year of operation, it would have fewer than 1000 students in ADA or if, as of the year in which action to initiate the study was made, it would have less than \$150,000 of assessed valuation per unit of ADA. Exception to these standards may be made whenever it is determined that factors of isolation or inaccessability exist. Further, they do not apply when a territory proposed to be formed into a junior college district includes territory maintaining a junior college. Therefore, they do not apply to the area under consideration if a single district is formed as recommended.

There are three methods or procedures by which that part of Alameda County under study in this report could establish a junior college district or districts. They are: the petition method; the county committee on school district organization method; the annexation method. Each of these methods will be described briefly.

1. The petition method. Under this method action is initiated by the boards of education of the unified districts. The boards of education would unite in identical petitions requesting permission of the State Board of Education to call an election to form a junior college district. Upon receipt of this petition the State Superintendent of Public Instruction is required to make or to have made a survey of the proposed district. When the survey made by the Department of Education has been completed, it is submitted with recommendations to the State Board of Education for approval. The Department of Education survey includes the territory named in the petition and may include territory of contiguous districts without regard to county lines.

The survey report may include recommendations: That permission be granted to hold an election to form a district; that the board of trustees be composed of five or seven members; and that there be designated trustee areas.

¹ The consultants are indebted to Robert J. Clemo, Chief, Bureau of School District Organization, State Department of Education, for substantial assistance in the preparation of this section.

Approval of the recommendations of the survey report by the State Board of Education, if a junior college district is recommended, would require the county superintendent of schools to call and conduct an election on the proposal to form the junior college district. In this election the vote in each unified district is counted separately. Those unified districts in which a majority vote is favorable become a part of the new district.

2. County committee on district organization method. Under this plan the Alameda County Committee on District Organization may initiate action on its own motion or it may initiate action at the request of other parties. Action may also be initiated by petition of 10 per cent or 250, whichever is lesser, of the electors of the area. The County Committee on District Organization determines the area which is studied. It may include one or more unified districts and territory in other counties.

When a study area is set up by the county committee, the committee is augmented to include the members of all of the unified district boards. This augmented committee is the study group. This augmented committee must hold a minimum of three study meetings. It cannot approve a final recommendation prior to the third meeting. A tentative recommendation must first be adopted and a public hearing held on the tentative recommendation prior to final adoption. The recommendation may be submitted to the State Board of Education not earlier than thirty days after final adoption.

The augmented committee may recommend: that a district be formed; that the board of trustees be composed of five or seven members; that there be trustee areas; that bonds of districts in the area be assumed and if county counsel approves, it may also recommend the inclusion of authorization to issue bonds, specified use of funds to purchase buildings, specified amounts of bonds, and the provision that the formation of the district may be contingent upon the approval of bond authorization.

Upon approval of the recommendations of the augmented committee by the State Board of Education, the County Superintendent of Schools calls and conducts an election to form the proposed district. In this election the vote of each unified district is counted separately. Those unified districts in which a majority vote is favorable become a part of the new district.

3. The annexation method. A large junior college district could be formed in the area under study through annexation procedures. This could be done, for example, through forming a separate Oakland Junior College District under the procedures described above, and thereafter enlarging the district through annexation of contiguous districts.

Under this plan the Oakland Junior College Board and the Oakland Unified School District Board would have the same membership until such time as one or more districts were annexed to it. After such annexation the county superintendent of schools would call an election to elect a new junior college board.

There are three procedures through which territory may be annexed to a junior college district. They are:

- a. Upon petition of a unified district board under which the county board of supervisors could annex the territory to the junior college district. If assumption of bonds were made a contingency for annexation, an election would be held. Annexation would occur only if the bond assumption were approved by a two-thirds majority.
- b. Upon petition of the governing board of the junior college district, the county board of supervisors may order the annexation. If 20 per cent of the electors in the district proposed to be annexed file a petition objecting, an annexation election must be held. A majority vote then determined the outcome.
- c. Upon petition by a majority of the electors in the district seeking annexation, and with the approval of a majority of the members of the board of trustees of the two districts involved, the county board of supervisors may order the annexation. If the assumption of bonds is a term of the agreement, an election must be held, and annexation occurs only if approved by a two-thirds majority.

Recommendation regarding procedure. The consultants recommend that the Northern Alameda County unified districts involved in this study employ the petition method in moving toward the establishment of a single junior college district.

This method is recommended because of its simplicity and directness and because there appear to be no advantages over it in the other methods. Under the county committee on district organization method, certain matters such as bond assumption or bond authorization could probably be included which would not be included under the petition method. However, it is our judgment that these are matters which should be determined after the establishment of the district, rather than concurrent with establishment. In fact, in this situation there would appear to be no problem relating to assumption of bonds. The present Oakland Junior College facilities are and would continue to be the property of the Oakland Unified School District. Whether they should become the property of the new junior college district, and if so, on what terms, would be a matter of negotiation between the boards of trustees of the Oakland Unified School District and the new junior college district.

The county committee on district organization method provides a number of public sessions on the question before action is taken. There is no reason, however, why the boards of the respective unified districts should not hold well publicized meetings before taking action. The annexation method might appear to be nearly as desirable as the petition method. Its disadvantages are that it would be less direct and therefore probably more time-consuming. Further, it could result in one district not having the opportunity to join because of failure by another one to act favorably and therefore make it contiguous. Further, it would not require a vote of the people if bond assumption were not involved--but if bond assumption were involved, as it might well be if annexation did not occur promptly, it would require a two-thirds favorable vote rather than a majority as under the petition method. This method further would greatly retard effective planning for the whole area since the time at which various districts would be annexed, and even the annexation itself, would remain uncertain.

A P P E N D I X

Supplementary Data
Organized in Thirteen Tables

Table VI

Oakland City College, Fall 1961 Enrollment by High School of Graduation

	Laney Campus by H.S. of Graduation Fall 1961						Merritt Campus by H.S. of Graduation Fall 1961						Combined Oakland City College Enrollment Fall 1961					
	Day	%	Eve.	%	Total	%	Day	%	Eve.	%	Total	%	Day	%	Eve.	%	Total	%
OAKLAND HIGH SCHOOLS*	368	29.7	356	18.0	724	22.5	1729	41.3	462	26.3	2191	36.9	2097	38.4	818	21.8	2915	31.7
Castlemont	72	5.8	93	4.7	165	5.1	314	7.5	83	4.7	397	6.1	386	7.0	176	4.7	562	6.1
Fremont	84	6.8	90	4.5	174	5.4	339	8.1	91	5.2	430	7.2	423	7.7	181	4.9	604	6.5
McClymonds	46	3.7	32	1.6	78	2.4	166	3.9	48	2.7	214	3.6	212	3.8	80	2.1	292	3.1
Oakland	100	8.1	76	3.9	176	5.5	481	11.5	119	6.8	600	10.1	581	10.6	195	5.2	776	8.4
Technical	66	5.3	65	3.3	131	4.1	429	10.2	121	6.9	550	9.3	495	9.0	186	4.9	681	7.4
BAY AREA **																		
(Outside Oakland)	335	27.2	449	23.1	794	24.7	1297	31.1	472	26.9	1769	29.9	1632	29.9	921	25.2	2553	28.0
Alameda	43	3.5	57	2.9	100	3.1	162	3.9	64	3.7	226	3.8	205	3.7	121	3.2	326	3.5
Albany	13	1.0	9	.5	22	.7	30	.7	10	.6	40	.7	43	.7	19	.5	62	.6
Arroyo	18	1.4	10	.5	28	.9	23	.5	2	.1	25	.4	41	.6	12	.3	53	.5
Berkeley	46	3.7	38	1.9	84	2.6	401	9.5	123	7.0	524	8.8	447	8.2	161	4.3	608	6.6
Bishop O'Dowd	2	.2	13	.7	15	.5	66	1.5	13	.7	79	1.3	68	1.2	26	.6	94	1.0
Castro Valley	24	1.9	11	.6	35	1.1	32	.7	2	.1	34	.6	56	1.0	37	.9	93	1.0
Concordia	--	--	1	.0	1	.0	1	.0	2	.1	3	.1	1	.0	3	.0	4	.0
Contra Costa	39	3.1	101	5.1	140	4.4	59	1.4	60	3.4	119	2.0	98	1.7	161	4.3	259	2.8
Emeryville	6	.6	6	.3	12	.4	8	.2	8	.5	16	.3	14	.2	14	.3	28	.3
Encinal	17	1.4	9	.4	26	.8	57	1.4	19	1.1	76	1.3	74	1.3	28	.7	102	1.1
Hayward	23	1.8	59	3.0	82	2.6	34	.8	15	.9	49	.8	57	1.0	74	1.0	131	1.4
Holy Names	2	.2	--	--	2	.1	35	.8	15	.9	50	.8	37	.6	15	.3	52	.5
Livermore	3	.2	9	.5	12	.4	--	--	1	.0	1	.0	3	.0	10	.2	13	.1
McKinley	4	.3	--	--	4	.1	12	.3	3	.2	15	.3	16	.2	3	.0	19	.2
Notre Dame	1	.1	1	.0	2	.1	14	.3	4	.2	18	.3	15	.2	5	.0	20	.2
Piedmont	3	.2	5	.3	8	.2	66	1.5	11	.6	77	1.3	69	1.2	16	.3	85	.9
San Leandro	30	2.4	44	2.2	74	2.3	92	2.2	29	1.7	121	2.0	122	2.2	73	1.9	195	2.1
San Lorenzo	15	1.2	30	1.5	45	1.4	30	.7	12	.7	42	.7	45	.7	42	1.1	87	.9
St. Elizabeth's	12	1.0	13	.6	25	.8	57	1.4	21	1.1	78	1.3	69	1.2	34	.9	103	1.1
St. Joseph's	6	.6	5	.3	11	.3	41	1.0	18	1.0	59	1.0	47	.8	23	.6	70	.7
St. Mary's	5	.4	7	.4	12	.4	58	1.4	15	.9	73	1.2	63	1.1	22	.6	85	.9
Tennyson	10	.8	3	.1	13	.4	9	.2	1	.0	10	.2	19	.3	4	.0	23	.2
Washington	8	.6	8	.4	16	.5	2	.0	4	.2	6	.1	10	.1	12	.2	22	.2
Univ.-Roosevelt	5	.4	10	.5	15	.5	8	.2	20	1.1	28	.5	13	.2	30	.8	43	.4
OTHER HIGH SCHOOLS***	303	24.4	759	38.4	1062	33.1	1155	27.6	822	46.8	1977	33.3	1454	26.7	1581	42.2	3039	33.1
California	107	8.6	226	11.4	333	10.4	363	8.6	226	12.8	589	9.9	470	8.6	452	12.0	922	10.0
Other States & Countries	196	15.8	533	27.0	729	22.7	792	18.9	596	33.3	1388	23.4	988	18.1	129	30.1	2117	23.0
Total H.S. Grads	1006	81.3	1564	79.6	2580	80.3	4181	99.5	1756	99.2	5537	99.4	5187	95.4	3320	89.3	8507	98.2
Total Non-Grads.	232	18.7	402	20.4	634	19.7	20	.5	15	.8	35	.6	252	4.6	417	10.7	669	7.2
Total Enrollment	1238	100.0	1966	100.0	3204	100.0	4201	100.0	1771	100.0	5972	100.0	5439	100.0	3737	100.0	9776	100.0

* Approx. 32% attend both O.C.C. from Oakland Schools. ** Approx. 28% attend both O.C.C. from Bay Area Schools outside Oak.

***Approx. 33% attend O.C.C. from Elsewhere in California or other countries.

Source: O.C.C. Enrollment Data - Fall 1961.

Table X

1962 Graduating Senior Study

Albany, Berkeley, Emeryville, Alameda and Piedmont Unified School Districts

Reasons expressed by graduating seniors for not attending college, by district of attendance.

Percentages

District	N	Can't Afford	Poor H.S. Record	No Interest	Earn Now	Armed Services	Married	Other
Alameda	383	9	8	8	12	7	7	3
Albany	142	5	9	6	10	7	6	3
Berkeley	586	6	7	3	7	5	5	2
Emeryville	32	16	3	31	3	3	12	0
Piedmont	164	3	10	4	1	4	1	0
Total	1307	7	8	6	8	5	5	2

Table XI

1962 Graduating Senior Study

Albany, Berkeley, Emeryville, Alameda and Piedmont Unified School Districts

Program in which high school graduates plan to enroll in the junior college.

Percentages

District	Transf.	Secr.	G. Bus.	Electr.	Eng.Tech.	Den.Asst.	Nurse	Other	Gen	?
Alameda	37	9	11	5	7	7	5	7	5	7
Albany	42	11	16	5	7	2	0	18	2	18
Berkeley	53	6	9	2	4	2	8	4	1	10
Emeryville	18	12	12	6	0	12	6	18	6	12
Piedmont	77	0	2	0	0	0	0	0	6	13
Totals	48	7	10	3	5	4	5	6	3	11

Table XII

1962 Graduating Senior Study

Albany, Berkeley, Emeryville, Alameda and Piedmont Unified School Districts

Type of College High School Graduates Plan to Attend, by Father's Occupation.

Percentages

Occupation	N	State Univ.	State College	Junior College	Private Col. or Univ.	Other
Professional	318	34	15	20	20	3
Technical	68	19	25	26	6	3
Prop. or Manag.	169	24	17	36	11	6
Service	87	16	9	40	6	1
Skilled Worker	242	6	10	34	9	5
Clerical & Sales	71	13	20	34	13	7
Unskilled Worker	89	7	12	46	0	4
Other	67	7	13	40	10	1
No Response	187	9	10	38	6	5

Table XIII

1962 Graduating Senior Study

bany, Berkeley, Emeryville, Alameda and Piedmont Unified School Districts

Reasons expressed by graduating seniors for not attending college - by father's occupation.

Percentages

Occupation	N	Can't Afford	Poor School Record	Not Interested	Earn Now	Armed Services	Marry	Other
Professional	318	5	6	2	2	3	3	1
Technical	68	4	13	3	6	3	0	1
Prop. or Manag.	169	4	10	4	7	3	2	2
Service	87	8	7	5	11	7	6	1
Skilled Worker	242	11	10	11	9	8	7	4
Clerical & Sales	71	8	4	1	10	8	11	0
Unskilled Worker	89	6	11	9	11	7	11	3
Other	67	7	9	9	12	4	6	0
No Response	187	6	4	6	12	6	6	2

Table XIV

1962 Graduating Senior Study
Albany, Berkeley, Emeryville, Alameda and Piedmont Unified School Districts

Post High School Plans of Graduating Seniors by Father's Occupation.

<u>Percentages</u>								
Occupation	N	College or University	Special School	Work	Armed Services	Home- making	Other	Not Sure
Professional	318	85	3	3	4	3	2	2
Technical	68	69	6	10	4	1	4	0
Prop. or Manag.	169	79	6	8	2	0	6	4
Service	87	60	5	13	6	2	1	10
Skilled Worker	242	48	9	23	7	2	4	10
Clerical & Sales	71	72	3	13	1	0	3	8
Unskilled	89	44	9	26	8	3	0	9
No Response	187	48	5	24	5	1	4	6

Table XV

1962 Graduating Senior Study

Albany, Berkeley, Emeryville, Alameda and Piedmont Unified School Districts

Type of college high school graduates plan to attend, by father's education.
Percentages

Father's Education	N	State Univ.	State Coll.	Junior Coll.	Private Coll. or Univ.	Other	Totals
Some Elem. or H.S.	219	5	10	40	6	5	66%
Finished H.S.	296	10	11	41	8	4	74%
Some College	189	15	19	33	10	2	79%
Finished College	195	33	19	24	12	3	91%
Grad. or Prof. Sch.	227	35	14	20	25	2	96%
Don't Know	81	7	11	37	1	6	62%

Table XVI

1962 Graduating Senior Study

Albany, Berkeley, Emeryville, Alameda and Piedmont Unified School Districts

Post high school plans of graduating seniors, by father's education.

Percentages

Father's Education	N	College or University	Special School	Work	Armed Service	Home- making	Other	Not Sure
Some Elem. or H.S.	219	42	9	24	9	3	2	10
Finished H.S.	296	59	7	21	3	.7	1	6
Some College	189	67	6	13	4	2	3	4
Finished College	195	83	5	4	5	.5	2	1
Grad. or Prof. Sch.	227	88	2	4	.9	0	3	2
Don't Know	81	44	6	19	6	2	4	14

Table XVIII

ALAMEDA COUNTY JUNIOR COLLEGE TUITION PAYMENTS 1961-62

<u>Junior College Name</u>	<u>County</u>	<u>A.D.A. 1960-61</u>	<u>Amount Payable 1961-62</u>
1. American River	Sacramento	.63	434.18
2. Coalinga U.H.S.	Fresno	12.49	14,839.37
3. College of Sequoias	Tulare	6.98	4,819.27
4. Contra Costa	Contra Costa	528.54	396,036.25
5. El Camino	Los Angeles	.66	516.75
6. Foothill	Santa Clara	14.20	11,234.33
7. Fresno City Unified	Fresno	7.99	4,975.77
8. Fullerton	Orange	2.83	1,673.29
9. Glendale Unified	Los Angeles	.30	179.73
10. Hartnell Jt.	Monterey	4.96	4,246.36
11. Kern Jt.	Kern	1.27	918.44
12. Lassen U.H.S.	Lassen	5.36	4,289.95
13. Long Beach Unified	Los Angeles	2.79	1,871.18
14. Los Angeles City	Los Angeles	9.21	7,137.27
15. Marin	Marin	10.28	9,750.18
16. Modesto	Stanislaus	32.38	24,439.27
17. Monterey Peninsula	Monterey	13.85	10,212.63
18. Napa U.H.S.	Napa	9.98	6,420.67
19. Oakland City Unified	Alameda	2,134.33	1,643,667.77
20. Orange Coast	Orange	2.52	835.20
21. Pasadena City	Los Angeles	.89	607.94
22. Reedley Jt. U.H.S.	Fresno	1.07	743.38
23. Sacramento City Unified	Sacramento	7.99	5,365.92
24. San Benito Co. H.S.	San Benito	1.74	1,666.03
25. San Bernardino Valley Jt. U.H.S.	San Bernardino	1.00	684.11
26. San Francisco City Unified	San Francisco	131.39	98,933.58
27. San Jose Unified	Santa Clara	295.62	165,674.64
28. San Mateo	San Mateo	439.37	314,413.81
29. Santa Ana	Orange	2.01	1,382.37
30. Santa Barbara H.S.	Santa Barbara	5.91	4,100.36
31. Santa Monica Unified	Los Angeles	.65	386.85
32. Santa Rosa	Sonoma	52.29	35,900.75
33. Shasta U.H.S.	Shasta	.20	134.61
34. Sierra	Placer	1.54	1,258.55
35. Stockton Unified	San Joaquin	56.99	37,667.28
36. Vallejo Unified	Solano	1.48	1,011.21
37. Ventura H.S.	Ventura	.12	96.45
TOTALS		3,800.81	\$2,818,625.70

Average payment per A.D.A. is \$741.59.

A charge of \$300.00 per A.D.A. is included as an allowance for Capital Outlay. District cost is reduced by the amount of State and Federal Support received in accordance with E.C. 20201 and 17990 as amended.

Source: Alameda County Superintendent of Schools, Rock La Fleche

Table XXVIII

Ranges and Medians of ADA, Assessed Valuation and Assessed
Valuation Per ADA in 57 Junior Colleges in California, 1960-61

1. A.D.A. AND ASSESSED VALUATION PER A.D.A.

There are approximately 57 junior colleges in California for which 1960-61 average daily attendance and 1961-62 assessed valuations are available. Of these 35 are separate junior college districts, 12 are in unified districts and 11 are in high school districts. Both the trend and the State's preference are toward the separate junior college form of organization.

A. Among the 57 districts, average daily attendance, 1960-61 was as follows:

1. All Districts:	
a. Range	135 - 27,488
b. Median or midpoint	1144
2. Junior College Districts:	
a. Range	147 - 27,488
b. Median or midpoint	1200
3. Junior Colleges in Unified Districts:	
a. Range	161 - 5,867
b. Median or midpoint	2044
4. Junior Colleges in High School Districts:	
a. Range	131 - 911
b. Median or midpoint	407

B. Among 57 districts, assessed valuations, 1961-62 are as follows:

1. All districts:	
a. Range	\$ 19,651,701 - 6,031,568,905
b. Median or midpoint	205,059,398
2. Junior College Districts:	
a. Range	58,450,610 - 6,031,568,905
b. Median or midpoint	213,809,810
3. Junior Colleges in Unified Districts:	
a. Range	27,333,103 - 1,430,610,271
b. Median or midpoint	267,393,667
4. Junior Colleges in High School Districts:	
a. Range	19,651,701 - 191,266,122
b. Median or midpoint	96,241,969

C. Among 57 districts, assessed valuations per Average Daily Attendance were:

1. All Districts:	
a. Range	79,815 - 186,979
b. Median or midpoint	186,979
2. Junior College Districts:	
a. Range	87,285 - 1,385,536
b. Median or midpoint	180,090
3. Junior Colleges in Unified Districts:	
a. Range	91,071 - 291,729
b. Median or midpoint	156,939
4. Junior Colleges in High School Districts:	
a. Range	79,815 - 739,948
b. Median or midpoint	157,499

Source: State Department of Education
Bureau of School District Organization

Table XXIX

Regular Resident Day ADA, Assessed Valuation and Assessed Valuation Per ADA in 34 Junior College Districts, 12 Junior Colleges in Unified Districts and 11 Junior Colleges in High School Districts, 1960-61

	Regular Resident Day ADA, 1960-61	Assess. Valuation	Assess. Valuation Per Pupil in ADA
A. JUNIOR COLLEGE DISTRICTS:			
1. Contra Costa	3574	\$ 874,800,124	\$ 244,768
2. Imperial	389	121,258,509	311,719
3. Kern County	2683	524,313,275	195,421
4. Cerritos	1344	220,160,960	163,810
5. Citrus	759	93,062,282	122,612
6. Compton	1884	259,165,994	137,562
7. El Camino	4601	770,958,231	167,563
8. Los Angeles	27448	6,031,568,503	219,745
9. Mt. San Antonio	2399	415,508,053	173,201
10. Pasadena	4580	408,014,799	89,086
11. Marin	897	230,343,733	256,793
12. Hartnell	1004	207,458,669	206,632
13. Monterey Peninsula	741	64,677,887	87,285
14. Fullerton	1722	243,004,589	141,118
15. Orange Coast	1870	349,650,307	186,979
16. Santa Ana	868	166,861,433	192,237
17. Sierra	629	134,147,622	213,271
18. Coachella Valley	148	205,059,398	1,385,536
19. Riverside	1715	228,426,106	133,193
20. American River	1614	275,650,953	170,787
21. Barstow	147	60,474,361	411,390
22. Chaffey	1548	264,361,103	170,776
23. San Bernardino Valley	2178	282,080,714	129,514
24. Oceanside-Carlsbad	450	84,782,382	221,943
25. Palomar	783	128,184,774	163,710
26. San Mateo	2055	457,155,169	222,460
27. Santa Maria	281	142,219,535	506,119
28. Foothill	1253	415,223,021	331,383
29. Cabrillo	690	161,998,750	234,781
30. Siskiyou	242	58,450,610	241,531
31. Santa Rosa	1144	137,809,485	120,463
32. Modesto	1376	131,852,606	95,823
33. Sequoias	1147	174,134,843	151,818
34. Yuba	480	60,830,424	126,730
B. J. C. IN UNIFIED DISTRICTS:			
1. Oakland	3313	623,481,781	188,193
2. Fresno	2262	286,500,407	126,658
3. Glendale	2026	238,787,226	118,211
4. Long Beach	4636	773,374,651	166,819
5. Santa Monica	1927	237,209,322	123,098
6. Palo Verde	161	27,333,103	169,771
7. Sacramento	2712	398,825,913	147,060
8. San Diego	3078	897,942,583	291,729
9. San Francisco	5867	1,430,610,271	243,840
10. Stockton	1594	181,335,661	113,761
11. San Jose	1224	248,286,927	202,849
12. Vallejo	853	77,683,193	91,071
C. J. C. IN HIGH SCH. DISTRICTS:			
1. Coalinga	212	156,869,038	739,948
2. Reedley	369	29,451,588	79,815
3. Taft	381	122,075,822	320,409
4. Lassen	135	19,651,701	145,568
5. Antelope	572	164,379,619	287,377
6. Napa	575	72,593,427	126,249
7. San Benito	139	43,087,007	309,978
8. Santa Barbara	911	191,266,122	209,952
9. Shasta	880	96,241,969	109,366
10. Porterville	407	64,101,923	157,499
11. Ventura	748	179,033,686	239,350

Table XXX

Total Current Expense of Education, Tax Rate, Average Daily Attendance and Current Expense per Pupil in Sixteen Junior College Districts for the School Year, 1960-61

1	2	3	4	5	6	7
District	Total Current Expense	A.D.A.	Current Expense Per Pu.	Tax Rates 1960-61		1960-61 Assessed Val- uation Per A.D.A.
				Gen.Pur.	Other	
Pasadena	\$ 4,892,398	9,629	\$ 508	.4338	.031	\$ 55,634
El Camino	3,758,476	6,127	613	.55	.0162	159,727
Fullerton	2,536,983	5,442	448	.35	.0494	50,826
Contra Costa	2,859,963	4,897	584	.35	.061	205,941
San Mateo	2,429,050	4,757	511	.35	.0495	114,436
Mount San Antonio	2,708,104	4,370	620	.55	.0714	118,074
Orange Coast	1,909,621	4,165	458	.35	.0283	107,101
San Bernardino Valley	1,965,737	3,778	520	.70	.012	98,353
Modesto	2,052,356	3,688	557	.38	.11	37,946
Cerritos	1,503,051	2,944	511	.35	.0625	97,495
Compton	1,525,267	2,508	608	.35	.0282	129,285
Riverside	1,278,269	2,462	5.9	.35	.019	113,811
Santa Rosa	1,238,952	2,413	513	.35	.04	70,787
Chaffey	1,553,575	2,351	661	.35	.057	131,627
American River	1,181,926	2,162	547	.35	.08	142,288
Santa Ana	1,063,000	2,134	498	.34	.0398	94,467
Total	\$ 34,356,728	63,827				
Average current expense per pupil for the 16 districts			\$ 538			
Average current expense per pupil for all junior college districts			\$ 568			
Average current expense per pupil for districts with 1200-2500 average daily attendance			\$ 580			

Source: California State Department of Education
Bureau of School District Organization

Table XXXI

OCCUPATION
CENTERED
CURRICULUMS
OFFERED BY
CALIFORNIA
JR. COLLEGES

TIME OFFERED

☒ DAY
☒ EVENING
☐ DAY & EVENING

0 1 2 3 4 5 6 7 8 9

AGRICULTURE,
HORTICULTURE,
& FORESTRY

APPLIED GRAPHIC
ARTS

BUSINESS
COMMERCE

TRADE & TECHNICAL

HEALTH
SERVICES

OTHER
SERVICE

COLLEGE

AMERICAN RIVER JR.	AMERICAN RIVER JR.
ANTELOPE VALLEY	ANTELOPE VALLEY
BAKERFIELD	BAKERFIELD
BARSTOW JR.	BARSTOW JR.
CABRILLO	CABRILLO
CERRITOS	CERRITOS
CHAPPEY	CHAPPEY
CITRUS	CITRUS
COALINGA	COALINGA
COMPTON	COMPTON
CONTRA COSTA	CONTRA COSTA
DIABLO VALLEY	DIABLO VALLEY
EL CAMINO	EL CAMINO
FOOTHILL	FOOTHILL
FRESHO CITY	FRESHO CITY
FULLERTON JR.	FULLERTON JR.
GLENDALE	GLENDALE
ALVAN HANCOCK	ALVAN HANCOCK
HARTWELL	HARTWELL
IMPERIAL JR.	IMPERIAL JR.
LASSEN JR.	LASSEN JR.
LONG BEACH CITY	LONG BEACH CITY
EAST LOS ANGELES	EAST LOS ANGELES
LOS ANGELES CITY	LOS ANGELES CITY
LOS ANGELES HARBOR	LOS ANGELES HARBOR
LOS ANGELES METRO	LOS ANGELES METRO
LOS ANGELES PIERCE	LOS ANGELES PIERCE
L. A. TRADE-TECH	L. A. TRADE-TECH
LOS ANGELES VALLEY	LOS ANGELES VALLEY
MARLIN	MARLIN
MUDESTO JR.	MUDESTO JR.
MONTESREY	MONTESREY
MT. SAN ANTONIO	MT. SAN ANTONIO
NAPA	NAPA
OAK CITY (LARRY)	OAK CITY (LARRY)
OAK CITY (NORMAN)	OAK CITY (NORMAN)
ORANGE CARLS	ORANGE CARLS
ORANGE COAST	ORANGE COAST
PALOMAR	PALOMAR
PALO VERDE	PALO VERDE
PASADENA CITY	PASADENA CITY
PORTERVILLE	PORTERVILLE
REEDLEY	REEDLEY
RIVERSIDE CITY	RIVERSIDE CITY
SACRAMENTO CITY	SACRAMENTO CITY
SAN BENITO	SAN BENITO
S. BERNARDINO VALLEY	S. BERNARDINO VALLEY
SAN DIEGO CITY	SAN DIEGO CITY
SAN FRANCISCO CITY	SAN FRANCISCO CITY
SAN JOSE CITY	SAN JOSE CITY
SAN MATEO	SAN MATEO
SANTA ANA	SANTA ANA
SANTA BARBARA CITY	SANTA BARBARA CITY
SANTA MONICA CITY	SANTA MONICA CITY
SANTA ROSA JR.	SANTA ROSA JR.
SEABOARD	SEABOARD
SHASTA	SHASTA
SISKIYOU	SISKIYOU
STOCKTON CITY	STOCKTON CITY
TART	TART
VALLEJO JR.	VALLEJO JR.
VENTURA	VENTURA
YUBA	YUBA

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